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ABSTRACT

GRADES OR AGES: Not specified. It appears to be for preschool and primary grades. SUBJECT MATTER: Motor skills, sensory experiences, thinking, and language. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections, one for each of the above areas. Each section lists materials and describes activities; illustrations are interspersed. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Each section begins with a brief outline of objectives. Following this, the major portion of the section consists of detailed instructions for numerous specific activities. INSTRUCTIONAL MATERIALS: Materials needed for each activity are listed along with the activity description. In addition, there is a short list of materials available from the Parents' Center at the end of each section. STUDENT ASSESSMENT: None. OPTIONS: The guide is suggestive only. It makes no mention of timing or means of incorporating the activities described into a total program. (RT)

ED048156

Fun While Learning At Home

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Booklet V

Developmental Skills Series

Office of
Prekindergarten-Kindergarten Research Center

SCHOOL DISTRICT OF UNIVERSITY CITY
University City, Missouri

July 1967
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Foreword

In using this booklet, it may be helpful to keep these suggestions in mind:

1. Make these activities fun and special games to play. Use the magic words, "Let's play a game," or "This is tricky, see if I can trick you," or "Let's pretend."

2. When playtime is over put the material in a special place away from his everyday toys.

3. Your child should be made to feel each time that he has successfully participated in the activity.

4. A positive and happy attitude on your part as well as on the part of your child is an essential ingredient for the success of these activities.

5. If your child doesn't seem interested, wait for another day, don't pressure him.

Mrs. Mary Ann Boyce, Teacher, Prekindergarten Research Center, Mrs. Florence Redler, Teacher, Prekindergarten Research Center, and Mrs. Regina Turner, Teacher, Prekindergarten Research Center were responsible for the compilation of the booklet.

Mrs. Mary Ann Boyce, Teacher, Prekindergarten Research Center, Mrs. Florence Redler, Teacher, Prekindergarten Research Center, and Mrs. Norma Vavra, Teacher, Prekindergarten Research Center are responsible for the revised edition.

Appreciation is expressed to the Aides, Mrs. Betty Yaffe, the illustrator and to Mrs. Shirley Berman for typing the manuscript. A list of contributors may be found on the following page.

Contributors

Teachers

Mary Ann Boyce
Marie Duffy
Helen Hartwig
Mary Lou Long
Claudia Prentice
Florence Redler
Jan Rhodes
Norma Vavra
Reba Waterston
Marion Watson
Grace Williams

Aides

Norma Cherry
Gloria Donnell
Judy Garber
Terry Goldblum
Anita Hansen
Marilyn Harris
Anne Hart
Sharron Korenfeld
Mary Korklan
Ruth Morris
Patty Pearce
Lillian Radloff
Deanne Sherman
Cynthia Tjaden
Betty Tussey
Janice Washauer
Betty Yaffe

Motor Skills

Motor skills are the fundamental abilities of movement and control which consist of the what, the how, and the where of the body. They are the basis through which the child will perceive, adapt, respond, and learn from his environment.

Many of the skills of movement and control can be learned and developed through game and play activities. The early years are vital to the acquisition of motor skills. It is necessary to be resourceful and sometimes imaginative, and help create situations in which the child can and must use and learn about his body...naming its parts, looking in the mirror, walking up and down steps, playing outdoors and in the park, playing ball, riding a bike, climbing and developing control and coordination of hands and fingers, becoming aware of space around him and his position in it. For parents and child this can be a rewarding and enjoyable form of play.

The child who has good movement and coordination usually has good control in a situation when movement is not included. He is generally able to sit better.. to pay attention and be a better listener. When he does move, his actions will be more efficient and better organized, all leading to more successful learning.

An excellent book, Success Through Play by Radler, Kephart, is available at our Parents' Center.

HELP YOUR CHILD GET TO KNOW HIMSELF & HIS OWN BODY
(Awareness of Self)

GAMES AND ACTIVITIES

Look At Me

Materials: Mirror, full length if possible.

Procedure: Talk about each body part and have child point to appropriate body part as it is identified.

1. Head (eyes, nose, mouth, ears)
2. Neck
3. Shoulders
4. Arms
5. Hands (fingers)
6. Trunk
7. Legs
8. Feet (toes)

Variation: Child can find body parts on a doll or toy animal.

Big-Chief

Materials: None

Procedure: Child or adult is the Big Chief and stands facing the Indian.Chief gives directions for other(s) to follow:

1. touch your ear
2. touch your nose
3. touch your trunk, etc.

Which Part Moved?

Materials: Doll or stuffed animal.

Procedure: Have child look at doll or animal and then hide. A part of the doll is moved. Child comes back and tells which part was moved.

Timmy's Dream

Materials: None

Procedure: Ad lib a story about Timmy who is awakened by a loud noise. He discovers that each part of his body claims to be the most important part. Timmy decides to be the judge as each part of his body tells its function. Each ends with the refrain, "I'm the most important part of your body."

After he has had his say, Timmy decides he needs all of them and hugs himself saying, "I need all of you and I like myself." As each part talks the story teller touches the part of the body and the child follows her lead.

Make Johnny Disappear

Materials: Chalkboard, or paper and pencil.

Procedure: Draw a simple figure of child on the chalkboard or paper. Erase one part of the body and have child name the missing part.

Scrapbook: All About Me

Materials: Pictures of child through infancy and pre-school years.

Procedure: Make a scrapbook of pictures in sequence of the various stages in the child's early years.

RHYMES, SONGS AND FINGER PLAYS

Hiding
(by Dorothy Aldis)

I'm hiding, I'm hiding
And no one knows where;
For all they can see is my
Toes and my hair.

And I just heard my father
Say to my mother...
"But darling, he must be
Somewhere or other;

"Have you looked in the ink well?"
And mother said, "Where?"
"In the INK WELL," said father
But I was not there.

Then "Wait!" cried my mother...
"I think that I see
Him under the carpet." But
It was not me.

"Inside the mirror's
A pretty good place,"
Said father and looked, but saw
Only his face.

"We've hunted," sighed mother,
As hard as we could
And I Am so afraid that we've
Lost him for good."

Then I laughed out loud
And I wiggled my toes
And father said..."Look, dear,
I wonder if those

Toes could be Benny's.
There are ten of them. See?"
And they WERE so surprised to find
Out it was me!

Touch Your Nose

Touch your nose,
Touch your chin,
That's the way this game begins.

Touch your toes,
Touch your knees,
Now pretend you're going to sneeze.
(finger under nose)

Touch your hair,
Touch one ear,
Touch your two red lips right here.
Touch your elbows where they bend.
That's the way this game ends.

After My Bath

After my bath I try, try, try,
To wipe myself till I'm dry, dry, dry.
Hands to wipe and fingers and toes,
And two wet legs and a shiny nose.
But just think how much less time I'd take,
If I were a dog and could shake, shake, shake.

My Head

This is the circle that is my head.
(make large circle with both hands)

This is my mouth with which words are said.
(point to mouth)

These are the eyes with which I see.
(point to eyes)

This is my nose that's a part of me.
(point to nose)

This is the hair that grows on my head.
(point to hair)

This is my hat, all pretty and red.
(place hands on head, fingers pointing up and touching)

This is the feather so bright and gay.
(extend index finger upward along side of head)

Now I'm already for school today.

ACTIVITIES THAT WILL HELP CHILD TO CONTROL AND COORDINATE HIS BODY MOVEMENTS
(Gross Motor)

These should include any activities that will help the child explore and develop his body. Playing tag, playing on equipment in the park (jungle gyms, swings, climbing apparatus), riding a tricycle, even helping him to walk up and down stairs as you do. (with alternating feet)

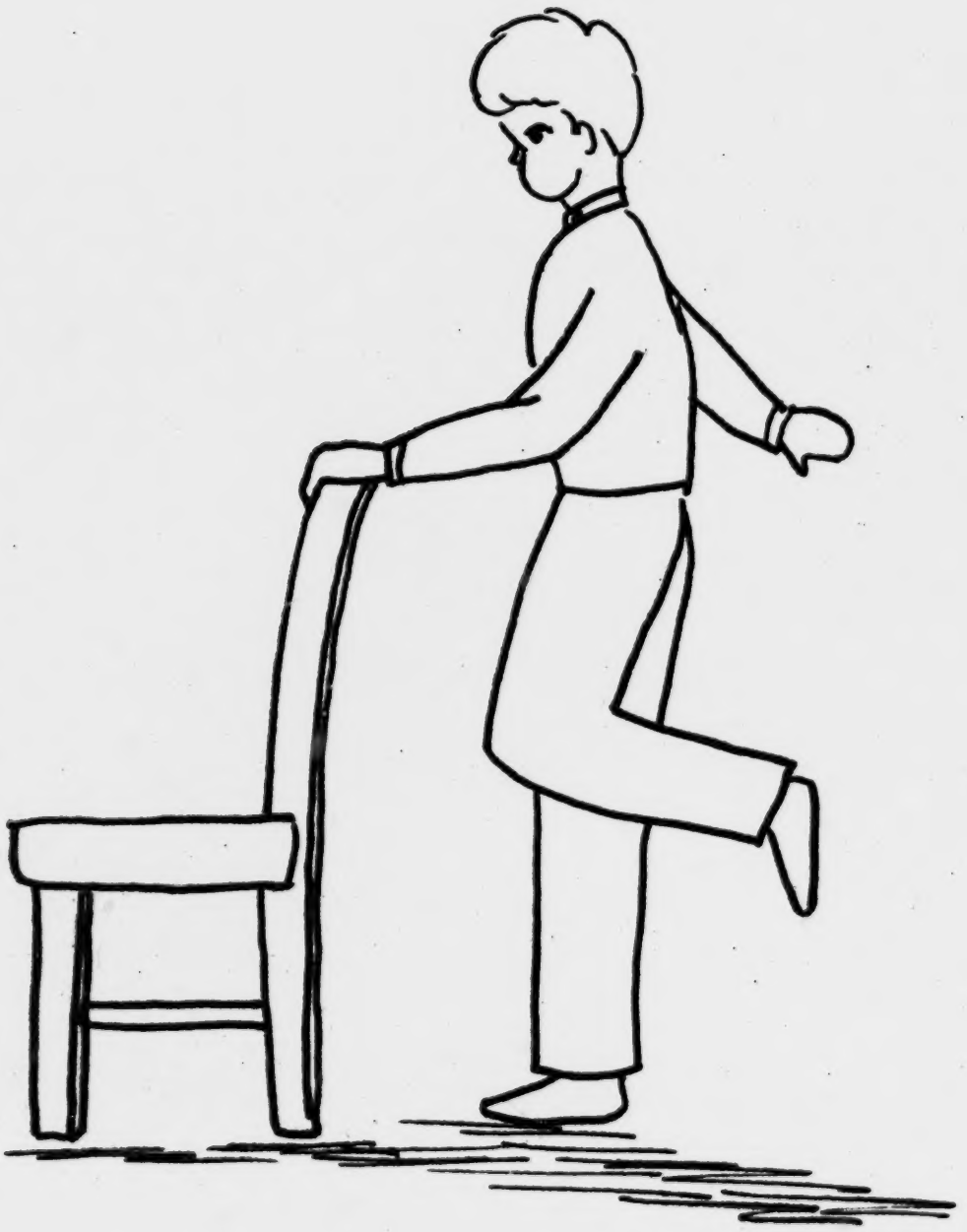
ACTIVITIES

Listen and Do

Materials: Records or radio.

Procedure: Have child listen to music and help him interpret the rhythm, such as; marching, jumping, (on both feet) hopping, (first on one foot, then on the other...holding on to chair or table if necessary.
(See illustration on following page.)

Do these things with your child.



Animal Imitations and Stunts

Materials: None

Procedure: 1. Elephant Walk....bend forward and clasp the hands to form the trunk. Lift each foot slowly as the trunk swings from side to side.

2. Rabbit Jump....squat down and place hands in front of feet with knees outside hands. Move the hands forward and jump the feet up to the hands.

3. Jumps.... a) jump forward keeping feet together.
b) jump forward with feet together, then feet apart.
c) jump and try to touch toes with hands.

4. Bouncing Ball....squat down and bounce like a ball.

5. Chicken Walk....squat with feet together, put arms around legs and clasp hands at shins. In this position walk forward, backward, and sideward.

6. Kangaroo Hop....squat with arms folded over chest. Spring into air and come back to squat position with knees flexed.

Balancing

Materials: A 2" line drawn on floor, or 2" colored strips can be put on floor...12' long.

Procedure:

1. Child walks forward on strip, placing one foot in front of other. The entire foot is placed on strip.

2. Later the child can walk forward with arms:
   a) stretched overhead
   b) at shoulder height
   c) behind back.

3. The child walks backward.

4. Walk on strip and pretend he is:
   a) circus clown on tight rope
   b) Santa on rooftop, carrying a bag
   c) mailman crossing the bridge carrying a bag
   d) juggler balancing hats (bean bag on his head).

Balance Board
(Instructions for Making)

Materials: (Board 2" x 4" x 12'), bricks or concrete block, on which to elevate board, approximately 7" from ground, less in beginning or initial experiences, more as child gains in mastery.

BASIC BODY MOVEMENTS
(Gross Motor)

Movement Fundamentals

Locomotor

walk
hop
jump
run
leap

Body

swing
bend
stretch
push
pull
twist
strike
dodge
shake
bounce

Locomotor Combinations

skips
slide
gallop
climb
kick
crawl

Body Combinations

bend and stretch
swing and push
push and pull
strike and dodge
bounce and pull

Locomotor and Body Combinations

leap and swing
hop and shake
skip and bounce
walk and twist

Chants

Many young children naturally add verbal accompaniment to everything they do. We can capitalize on this and let them chant or sing through many of the

above movements. Movement may be varied in many ways and such poems as The Grand Old Duke of York, or A.A.Milne's Hoppity can be used. For example, walking may be done on tip-toes or with big or little steps: with knees bent or straight; backward or forward. Definite patterns may even be established...follow the leader, or walk in a square or a triangle. This will not only add a new dimension to movement but will enrich the activity and help the children to develop a smooth and rhythmic response and expression.

Walking

Walking should be easy and free with a swinging movement.

Chants for Walking

Hear the beat, beat, beat
Of the feet, feet, feet
Of the children as they walk
In the street, street, street.

Marguerite Schuberth

Three funny old men from our town
Went out for a walk one day,
The wind blew so hard
That it turned them around,
And they walked the other way,
Yes, they walked the other way.

Nursery Rhyme

Running

Running should be light and joyful. To help develop balance in running, hands can be extended in front or to the side of the body.

Chant for Running

We'll follow our leader,
Away we will go,
Away we will go,
Away we will go.
We'll follow our leader,
Away we will go,
Far away, far away we will go.

Dutch Nursery Rhyme

Tiptoeing

Tiptoeing should be light and easy. This helps to strengthen muscles in the feet and it is a good activity for balance.

Chants for Tiptoeing

Lightly, lightly tiptoe,
Not a single sound,
Lightly, lightly tiptoe,
Gently move around.

First Grader

Creepity-creep, creepity-creep
Shush! Shush! Shush! Shush!
Creepity-creep, creepity-creep
There's a great big secret to keep!

Third Grader

Jumping

A good jump will have enough spring from the floor to go high or wide in the air, and enough mobility in the feet, ankles, and knees to land without crash or noise.

Chants for Jumping

High-jumping is fun,
High-jumping is fun,
High-jumping is fun
For everyone.

First Grader

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

Nursery Rhyme

Galloping

A gallop is characterized by having one foot in front all of the time and moving with a bouncing motion. The rhythm will be greater if the knees are bent higher. Children should change and let alternate foot have the lead.

Chants for Galloping

To market, to market
To buy a fat pig.
Home again, home again,
Rig-a-jig-jig.

Nursery Rhyme

I had a little hobby horse,
His name was Tommy Gray;
His head was made of peas-straw,
His body made of hay;
I saddled him and bridled him,
And rode him up to town;
There came a little puff of wind
And blew him up and down.

Nursery Rhyme

Hopping

Children can learn to chant hopping patterns and alternate feet. In the beginning a child might need support from the teacher or a stationary object. Often a child can hop on his dominant foot but will have great difficulty alternating feet. Practice will bring him more success.

Chants for Hopping

Handy-Spandy, Jacky-Dandy
Loves plum cake and sugar candy.
He bought some at the grocer's shop
And then away went hop, hop, hop.

Nursery Rhyme

Skipping

Skipping can be a natural outgrowth of hopping. The children should start in a moderate hopping pattern, "1,2 change feet....1,2", gradually the tempo should increase and for many children this will develop into a skip.

Chant for Skipping (Pop Goes the Weasel)

All around the cobbler's bench,
The monkey chased the weasel,
The monkey thought t'was all in fun....
Pop goes the weasel!

A penny for a spool of thread
A penny for a needle,
That's the way the money goes,
Pop goes the weasel!

Sliding

This is an easy and satisfying movement for young children. It should be smooth and may be done forward or backward, or sideways.

Chants for Sliding

Skating around on the ice, we fly,
Gliding go,
Gliding go;
Frosty the weather and clear the sky;
Skating around we go.

Roll, rolling along,
Roll, rolling along!
The wheels are whirling a happy song,
Roll, rolling along!

Bending and Stretching

Stretching will make the body seem straight and tall, bending will make it curvy and crooked. These are good movements for relaxation.

Chants for Bending and Stretching

I'm all made of hinges,
And everything bends
From the top of my neck
Way down to the ends.
I'm hinges in front
And I'm hinges in back;
But I have to be hinges
Or else I'd crack.

The elm will stretch and stretch so wide,
It reaches out on every side;
The pine will stretch and stretch so high,
It reaches up to touch the sky;
The willow droops and droops so low,
Its branches sweep the ground below.

Swinging, Swaying

This may be forward or backward, sideways or circular in direction.

Chant for Swinging, Swaying

Hickory dickory dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory dickory dock,
Tick-tock.

Nursery Rhyme

Turning, Twisting

Turning is a stimulating movement. The feeling of dizziness can be avoided if the direction is reversed frequently.

Chants for Turning, Twisting

Round about
And round about
And round about and round about
And round about
And round about
I go.

A.A. Milne

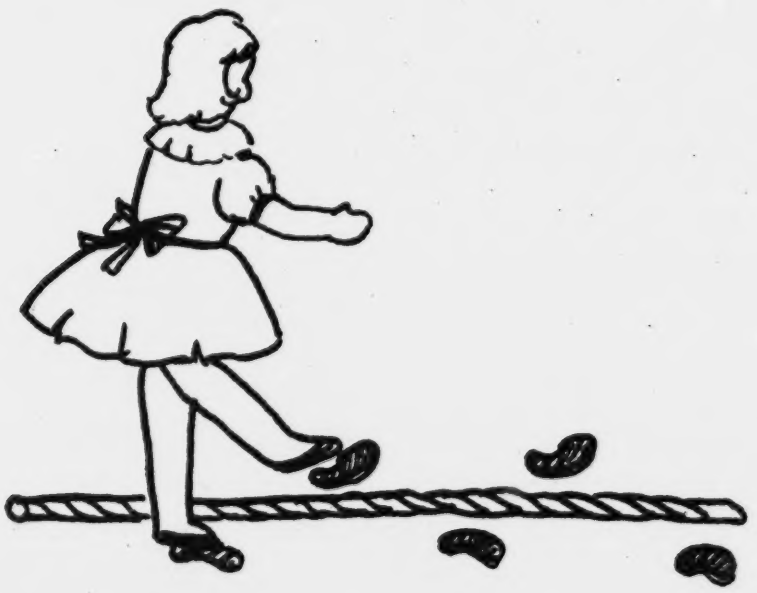
Like a leaf or feather
In the windy weather,
We will whirl about and twirl about
And then sink down together.

Marguerite Schuberth

Cross Walk

Materials: Rope (about 8' long)

Procedure: Children walk straddling rope with right foot placed to the left of the rope and left foot placed on the right of the rope.



It would be helpful to have a pattern of right and left foot taped to floor on designated side of rope at the starting point.

ACTIVITIES THAT WILL HELP CHILD TO WORK WITH HIS HANDS

(Fine Motor Control)

Any activity that would involve use of hands or the small muscles such as:

1. cutting and pasting
2. tracing around patterns made of cardboard
3. buttoning, zippering, snapping
4. building with small blocks, sticks, tinker-toys, etc.
5. woodworking; hammering, sawing, sanding
6. clay or play-dough activities

Recipe for homemade clay

1. 1 cup salt
2. 1½ cup flour
3. ½ cup water
4. two tablespoons vegetable oil
5. few drops of food coloring (optional)

This can be stored in refrigerator.

Child may want to pound and squash, or he might have fun making simple animals, or using rolling pin and cookie cutter. This dough will dry to a hard crust.

7. using crayons
8. sewing cards, tying laces
9. stringing beads
10. constructing pictures with seashells, seeds
11. pasting, collages, mosaics
12. sand play: shoveling, sifting, pouring
13. copying designs on a pegboard

14. cutting...newspapers, magazines...and pasting on paper to make design or collage

Handedness
(Left or Right?)

A child should always be encouraged to use his preferred hand whether it is right or left. If he seems to be using both, help him to gain a preferred hand by observing which hand he uses most frequently. If necessary, set up situations to help in making this judgment. For example:

1. ask child to stack small blocks
2. ask child to eat something requiring use of spoon or fork
3. put various objects on shelf or table, have child reach for them.

When the preferred hand is established, remind child to use it. It may be necessary to give the child help in remembering and establishing consistent dominance. Such helps could be:

1. putting a play watch or a ribbon on dominant hand so he can <u>see</u> it
2. putting perfume on so he can <u>smell</u> it
3. putting small bell round dominant wrist so he can <u>hear</u> it.

Left handed scissors can be purchased, and they will help to make cutting experiences much easier for the child who needs them.

Dolly's Vitamins

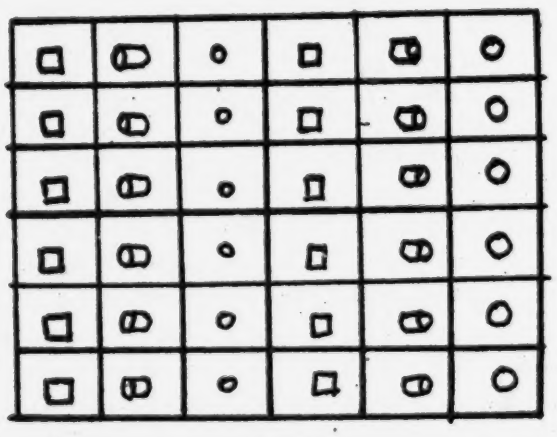
Materials: Two one ounce bottles, two eye droppers, tray, water

Procedure: Have bottles side by side. Fill bottle on right with water. Using right hand place eye dropper into filled water bottle and fill dropper. Then place dropper into empty bottle and release water. Continue until bottle on left is filled. Then reverse procedure using left hand.

Times Up

Materials: Candy box with plastic liner and a three minute egg timer.
A round or square bead is placed in each space.

Procedure: Two children enjoy playing game together. They proceed to empty the box of all the beads and then to replace the beads in the box before the time is up.



A more difficult task is for children to replace the beads in the rows according to some classification; that is according to size, shape, or color.

The Clothespin Crown

Materials: 15 or 20 clip-on clothes pins, empty can

Procedure: Child uses pressure to open clothespin which he clips on rim of can. Child can count as he goes along or after he has finished making the clothes pin crown.

Make A Necklace

Materials: Macaroni, straws(cut into 2" pieces) cut out circles of paper with hole in middle, heavy string or twine

Procedure:
1. Put a piece of tape over the end of the twine to make for easier stringing.
2. Child strings macaroni, straws, etc., making a necklace.

FINGER PLAYS

Little Turtle

Little turtle fast asleep
(hand cupped, fingers down)

Little turtle starts to creep
(begin walking fingers)

Out he pokes his little head
(extend middle finger)

"What a lively world", he said.
(wave it up and down and side to side)

Little Fingers Dance With Me

Little fingers, dance with me
1-2-3-4-5
Little fingers play with me
You are quite alive.

(1) goes up
(2) goes down
(3) goes up
(4) goes down

What shall we do with little five?
Little five will take a dive.
Little fingers, dance with me.

The Beehive

Here is a beehive,(fist)
Where are the bees?
Hidden away where nobody sees(point to fist)
Here they come now out of the hive.....
1..2..3..4..5
BUZ...Z..Z..Z..Z..Z.

Ten Little Fingers

I have ten little fingers
And they all belong to me.
I can make them do things.
Would you like to see?

I can shut them up tight,
Or open them wide,
Or put them together,
Or make them all hide.

I can make them dance high.
I can make them dance low
Or put them together
And make them just so.

I know which ones are right
I know which ones are left
I can put them together
To be ready for night.

The Rabbits

A family of rabbits lived under a tree,
(close right hand and hide it under left arm)

A father, a mother, and babies three.
(hold up thumb, then fingers in succession)

Sometimes the bunnies would sleep all day,
(make fist)

But when night came, they liked to play.
(wiggle fingers)

Out of the hole they'd go creep, creep, creep,
(move fingers in creeping motion)

While the birds in the trees were all asleep.
(rest face on hands, place palms together)

Then the bunnies would scamper about and run..
(wiggle fingers)

Uphill, downhill! Oh, what fun!
(move fingers vigorously)

But when the mother said, "It's time to rest,"
(hold up middle finger)

Pop! They would hurry right back to their nest!
(hide hand under arm)

WHERE THINGS ARE
(Position in Space)

Position in space is the awareness the child possesses of the relationship between himself and one or more objects. "If I take one big jump will I reach the shelf? Am I taller than the piano? Can I stoop to go under the table? Will I fit through the playhouse door or will I have to turn sideways? Which is my left hand and right hand... foot, ear, eye? Where is the left side of the book, table, door?"

General Activities

Hopscotch
Ring Toss
Balls, Balloons
Ropes
Bean Bags

Carry the Bean

Materials: Spoons and beans

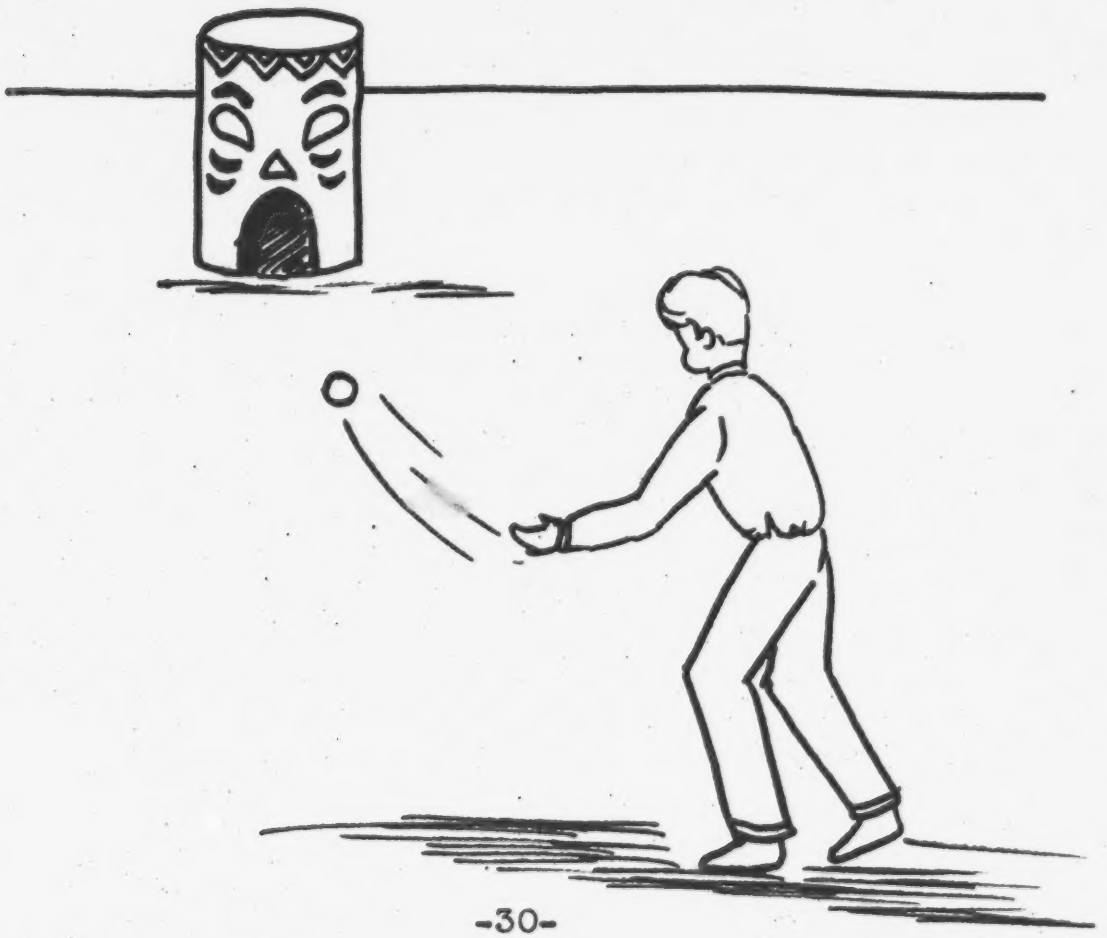
Procedure: Child carries bean on a spoon to a designated place, turns and walks back to starting point.

Variation: Have child walk sideways or backward.

Bongo the Ball Eater

Materials: Tennis balls or other small rubber balls, Bongo Target

Procedure: Make Bongo drum from a round box. The children stand three feet from the target and roll a tennis ball at Bongo's mouth.



Variation: Child may use a waste-basket as target.

Drop It

Materials: Cans of various sizes, clothespins

Procedure: The cans are placed in a row.
The clothes pin is held in only one hand.

The child stands and tries to drop the clothes-pins into the cans in any of the following ways:

1. from the chin
2. from the mouth
3. from the nose
4. from the right eye
5. from the left eye

If child is unsuccessful when standing, have him kneel or use larger container.

Bus Driver

Materials: Can use chairs, otherwise children sit on the floor

Procedure: An imaginary bus is built of chairs and one child is the bus driver. The children line up and the driver gives them directions such as:

"Sit in front of Sue."
"Sit in back of _____."
"Sit next to _____."
"Sit in front of _____, and next to _____."
"Sit in back of _____, and next to _____."
"Sit next to _____, and across from _____."

Directions can be progrssively more complex and later children can take turns being bus driver.

Jumping Into Shapes

Materials: Masking tape

Procedure:

1. Tape the outline of a geometric form on the floor, (square, triangle, circle, rectangle).
2. Give child direction regarding what he should do with each form, such as,

   "Walk around the square, step into the triangle, jump over the rectangle, and hop beside the circle."

Let the child talk his position as he moves along, "I'm in the rectangle." "I'm jumping over the rectangle."

Bean-Bag Activities

Materials: Bean bags, hoops, container such as waste basket, rope

Procedure:

1. Toss bean bag up with one hand, catch with two hands.
2. Toss bean bag up, catch with one hand.
3. Toss bean bag into the air and clap hands before catching it.
4. Throw and catch with a partner, using the underhand throw.
5. Stand with arms out to side and toss bean bag overhead, from hand to hand.
6. Toss through a hoop and into the basket or container.
7. Toss over a string or rope and onto a target.

ACTIVITIES USING EYES AND BODY
(Eye-Motor)

Eye-motor skills are developed through activities in which eyes and hands and body work as a team. When the eyes guide and direct the body in its actions, movements will be more smooth, precise, and accurate.

General Activities to Help Develop Eye-Motor Control

1. Cutting on lines, cutting out particular objects.
2. Chalk board activities.
3. Coloring.
4. Dot-to-dot games.
5. Finger painting and creative activities.
6. Following a maze.
7. Hammer-nail work.
8. Lacing, braiding, buttoning, zippering.
9. Marble games.
10. Sewing.
11. Templates (some are available at the Parents' Center).

What Do You See?

Materials: Variety of small objects or toys which are appealing to children

Procedure: 1. Sit directly in front of child with four or five objects in lap.

2. Pick up one object in right hand and hold it off to the child's left side.

3. While he is observing first object pick up another one with your left hand and hold it to child's right side. Ask him to look at it and name it.

4. Repeat.

5. Then go on to new objects with as quick a change as possible.

6. It is most desirable to produce as rapid eye movement as possible with little head movement.

Follow It

Materials: Toy, table

Procedure:

1. Children should hold heads straight and still, about 5 feet from table.

2. Parent moves toy across table, from left to right, from children's point of view.

3. Children should try to focus on object as it moves, without turning their heads.

4. At the same time, children could follow object with their fingers or a stick.

Variations:

1. Follow a rope laid on floor.
2. Follow scarf waved in air.
3. Follow flashlight beams with eyes or other flashlight.
4. Follow objects in a mirror.

5. Follow string on a paper.
6. Follow lines on a chalkboard.
7. Follow ball in a ring-shaped mold.
8. Follow an object as it is pushed along a wire.
9. Follow a ball that is suspended from doorway or ceiling...as it is swinging, (try to use string or rope that is not distracting from ball.) (Also, ball could be lowered and child lies on floor, directly under it. As ball is swung in large circles, child should watch it until it comes to a stop. It may be necessary to paint or attach colored object on the ball for child to focus on.)

Flying Balloons: Introduction to Ball Activities

Materials: Inflated round balloons

Procedure: 1. Children try to keep their balloon flying by hitting it with palms of their hands.

2. Catch can be played with balloons, helping child gain eye-hand coordination that will be necessary for ball activities.

Ball Activities

For the child's initial ball activities eye-hand control should be stressed in both tossing and catching. Fingers should be kept open, and ball caught with hands, not the whole arm and hand.

1. Have the child sit down and roll the ball out in front of him and then roll back to self.

2. The child kneels and rolls ball out and back.

3. Have child roll ball against wall and try to intercept it on return.

4. The child stands and bounces the ball and catches it. The parent can say "Bounce..... Catch." It is a very good eye-hand coordination for them to bounce in a sitting position after they have practiced it standing.

5. The child stands and throws the ball just slightly above his head and catches it.

6. Combine the toss and bounce, i.e. the child stands and tosses the ball up in the air and allows it to bounce to the floor. He catches it after the first bounce.

Silver Ball

Materials: Paper cups,12 pieces of yarn or string, (about 12" long) silver foil ball

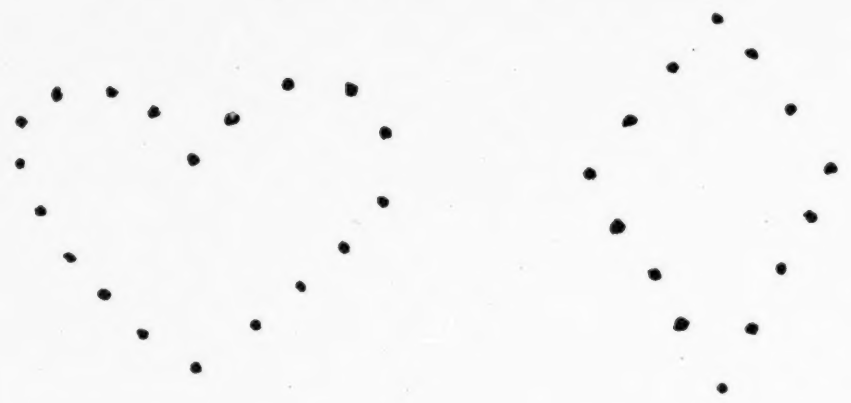
Procedure: 1. Make a small hole in the bottom of the cup and attach string.

2. Attach a ball of silver foil on other end of string.

3. Child should hold cup and attempt to get ball into cup by swinging it.

Trace a Design

Materials: Parent makes a simple dot design



Procedure: 1. Have child trace around dots with his finger.

2. Have child try to trace object with his eyes closed.

3. Child can trace or fill in line with a crayon.

4. Color in the object with a different color crayon.

5. Cut out object.

Shadow Tag

Materials: Outdoor area, sun

Procedure: The player who is "It" tries to step on the shadow of another player, (mother or father) thus setting himself free and making the other player "It." The game is then repeated and continues like a game of tag, each player trying to remain free as long as possible.

FREEDOM OF MOVEMENT
(Creative Motor)

Creative Motor activities allow the child to use his previously developed motor skills, and participate in a free and spontaneous manner, whether it be through responding to music, pantomiming, or playing make-believe and dress-ups. "Do what the music tells you", "We'll try to guess what you are doing", or "We'll try and guess what you are," call for the child to use movements and gestures without words to express himself and his feelings.

Pantomimes

Materials: None

Procedure: Child can act out a poem, story, picture, or familiar activity in pantomime. Try to guess what he is doing.

Suggestions:

1. At school pantomime:
   a. cutting with scissors
   b. drinking milk
   c. singing
   d. painting on pretend easel
   e. taking off wraps, etc.

2. At home pantomime:
   a. getting up
   b. brushing teeth
   c. combing hair
   d. getting dressed
   e. making bed, etc.

3. Eating pantomime:

   a. ice cream cone
   b. corn on the cob
   c. drinking soda
   d. eating soup, etc.

4. Mother Goose pantomime:

   a. Little Miss Muffet
   b. Jack and Jill
   c. Humpty Dumpty
   d. Little Boy Blue
   e. Little Jack Horner

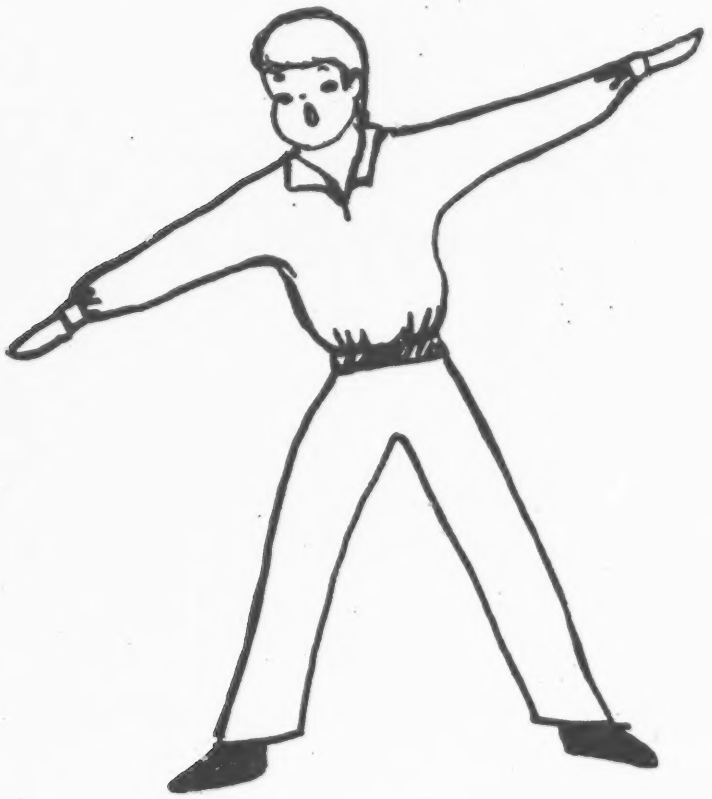
I'm A Toy

See the toys upon my shelf?
I can count them by myself....1,2,3,4,5.

Here's an airplane...zoom, zoom
And a drum.....boom, boom.

A ball that bounces up and down
A top that spins around and around.

A telephone so I can say,
"Come and play with me today."



Materials Available from the Parents' Center

1. Stepping Stones: rubber squares to be laid out on floor. Child walks on these and they aid in developing balance and control.

2. Templates: these are cardboard cut-outs in the shape of circle, square, triangle. They aid in form recognition and fine motor development.

SENSORY EXPERIENCES

The major channels of receiving information are the eyes and ears. It is through these senses that individuals receive information about the world around them. A third sense, that of touch or feeling can also be a source of receiving information. Touching and feeling is a very appealing and satisfying means of absorbing stimuli for the young child. If a child can feel what he is seeing and hearing, the activity takes on more meaning for him.

TOUCHING

Becoming aware of how things feel and developing a "feeling" vocabulary, such as, rough, smooth, soft, hard, bumpy, sticky will help to enrich the information that a child receives.

Whipped Soap

Materials: Hand eggbeater, Ivory Snow, small amount of water, bowl or container, paper.

Procedure: Using a hand eggbeater, let the children take turns whipping Ivory Snow with a small amount of water to a fairly thick consistency. It may then be manipulated like finger paint or heaped in mounds or swirled on paper. Colored construction paper (dry) provides a nice contrast with the white soap; the soap may

also be tinted. When a pleasing arrangement is achieved, glitter may be sprinkled on it while wet, or objects (shaped macaroni bits, for instance) may be inbedded in it.

Collages

Materials: Corrugated paper, fluted muffin or candy cups, pipe cleaners, buttons, wooden Dixie Cup spoons, cotton, yarn, aluminum foil, carpet remnants, lace paper doilies, ribbons, feathers, colored paper, paste, glue, stapler.

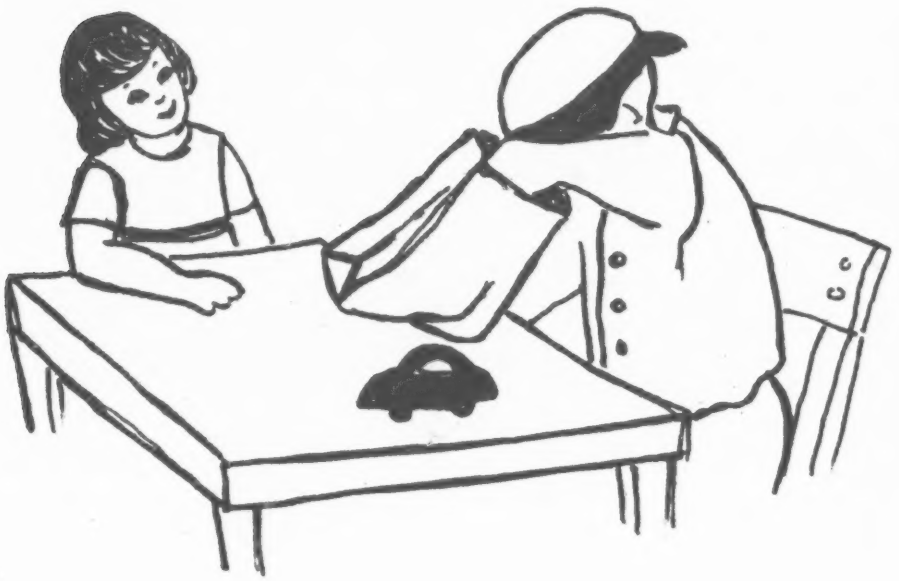
Procedure: Combining materials of a wide variety of texture into collages provides a richer experience than merely using flat, smooth media. Children cut or form the chosen material into the shapes they wish, then arrange them on colored paper or cardboard, and then paste or glue or staple them down.

Variation: This activity may be preceded by a simpler activity in which the children imbed the collage materials in a clay "pancake."

Find the Mate

Materials: Paper sack, duplicates of a number of objects, such as pencils, chalk, socks, mittens, crayons, toys, etc.

Procedure: Place two of each kind of a number of objects in a paper sack. Have the children reach in the sack without looking and see if they can remove two like objects. They may also be asked to identify them.



Mystery Bag

Materials: Varied textured objects, paper bag

Procedure: The child reaches in (with eyes gazing out the window or fixed on a prescribed object to prevent seeing what he is getting), grasping one item, feeling and describing it. They may then pull it out and show it.

Heavy or Light

Materials: Objects varying in weight (paper circle, feather, cotton ball, leaf, ribbon, ping pong ball, magnet, block, bottle of glue, chalkboard eraser, book, metal toy).

Procedure: Scatter objects on the table or mat, at random, in front of the child. Ask him to sort the heavy objects on one side and the light on the other.

Variation: The above activity has numerous variations: to bring forth not only the heavy-light discriminations, but also the rough-smooth, and soft-hard.

Who Can Find It?

Materials: Assorted objects, bag or box

Procedure: Place assorted objects in a box or bag. Have the children reach in without looking and find, by touch, the correct object.

Sample commands:

Find something you pound with a hammer.
Find something you drink from.
Find something you write with.
Find something with wheels.
Find something you paint with.

There are many attractive and appealing toys which have a valuable "feeling" aspect to them. Parents might keep these in mind when looking for gifts for children.

LISTENING

Since much of the learning of young children is through the hearing or listening channel, it is very important that we help children to develop the ability to give their attention to what they hear, to remember what they hear, and to derive meaning from what they hear. Some children seem to almost "tune-out", and for them you must have their undivided attention before speaking to them. Often a hand on the shoulder is helpful in getting their attention before speaking to them. When giving directions,face the child and speak clearly. Be sure to follow through on your directions and let the child know you expect him to respond and comply.

Mix-Up

Materials: None

Procedure: The parent sits in front of the child, pointing to one part of the body, i.e., nose. She says nose and changes what she is pointing to, while still saying nose, the child is expected to point to what the parent says instead of what she is pointing to.

Dog and Bone

Materials: Noise maker, eraser, pieces of paper

Procedure: A child (dog) sits on chair with back to group. An object, "bone", is placed under the chair. A second child tries to remove the "bone" without making any noise, and runs to his seat. If he succeeds, he becomes the "dog." As soon as the "dog" hears a noise, he may run after the other. If he catches the other, he remains the "dog".

It is suggested that at first the "bone" be a noise maker, so the dog would have practice picking up a definite sound. Later "bones" might be an eraser, or a piece of paper.

What Is It?

Materials: None

Procedure: Have the child close his eyes, and the parents make various noises in the household. Then the child tries to tell what

sound was made.

Examples:
1. Close the door
2. Walk across the room
3. Turn on water
4. Open window
5. Move a chair

Tick, Tock Where Is the Clock?

Materials: Loud, ticking clock

Procedure: Child is sent out of the room. The clock is hidden somewhere in the room, and the child is called back in. He must then try to locate the clock by the ticking. (Reverse the roles and give the child a chance to hide the clock.)

Hear and Do

Materials: Assortment of objects, i.e., pencil, paper, book, toy, etc.

Procedure: Place the objects on a table. Give directions,one at a time, regarding the different objects and the child is to follow the directions.

Example:
1. Put the book on the chair.
2. Take the paper to Daddy.
3. Put the toy on your shelf.

Later, two part directions can be given;

1. Put the red crayon on the table and the yellow one on the chair.

Where Is the Sound?

Materials: Bell, clapper, animal noise maker, etc.

Procedure: Blindfold child and make sound to the right of him. Direct him to turn or point to direction from which the sound came. Later move to various positions in the room and present the sound.

Memory

Another important factor in listening is memory, or the ability to remember what is heard.

Sentence Stretching

Materials: None

Procedure: Start with a simple phrase, such as "The blue ball", and add modifying words. Have the child repeat after each addition, as "Billy bounces the blue ball". "Billy bounces the blue ball four times", etc.

Let's Take a Trip

Materials: None

Procedure: With a small group, begin a story about a trip. For instance, "We are going to the store, and we may each buy something. Let's go to the grocery store. I shall buy some bananas. What will you buy?" Each child adds an item, repeating those that went before.

Familiar Stories

Materials: None

Procedure: Tell a familiar story, such as Little Red Hen, or Jack In the Bean Stalk, or Billy Goats Gruff, and have the children supply the repetitive phrases, i.e., "not I, said the cat, etc.", "Fee, Fi, Fo, Fum, etc.", and "who's that crossing my bridge?"

Clap A Poem

Materials: None

Procedure: Using a well known poem, have the children clap the meter, without saying the words. Poems such as the following could be used after they are familiar to the children:

Jack and Jill
Little Miss Muffet
Peter, Peter, Pumpkin Eater
Little Boy Blue
Jack Be Nimble
The Grand Old Duke of York
The Swing

Bag It

Materials: Four lunch-size paper bags, each marked with a different symbol (square, circle, triangle, x or with a different color.)

Procedure: Display a number of small toys. Choose one to put in each bag. Ask the children which one is in each bag. After they have gained facility, move the bags to a new position and again ask what is in each bag? Try putting two objects in one or more of the bags.

Variation: One of the bags contains a toy and a small piece of wrapped candy. If the child correctly identifies the contents of the bag he gets the candy!

Clap Hands

Materials: None

Procedure: Clap hands together 1 to 5 times, ask child to repeat by clapping his hands the same number of times.

Lollypop Game

Materials: Real or colored paper lollypops of basic colors; red, orange, yellow, blue, green, brown, purple, black.

Procedure:

1. Put lollypops in a box.
2. Direct child to bring you the "red, blue, yellow lollypops", etc.
3. Decrease or increase the number of colors according to the child's ability.

The following activities will help children to listen and understand what they hear.

Rhyming

Materials: None

Procedure: Parent gives the child a word. The parent and the child say it together. Then the parent repeats list of other words. The child claps when he hears a word that rhymes.

Example:
fat out cat
book up look
boat snow goat
house coat mouse
car yes jar
train hat rain

Animal Riddles

"I rhyme with log
And I say _____."
(bow-wow-woof)

"I rhyme with luck
I say _____."
(quack-quack)

"I rhyme with pen
And I say _____."
(cluck, cluck)

"I rhyme with now
And I say _____."
(moo-moo)

"I rhyme with hat
And I say _____."

"I rhyme with big
And I say_____."
(oink, oink)

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Books that will Help in Developing Good Listening

Brown, Marg Wise: The Noisy Books; Harper & Bros.; Evanston, Illinois.

Cameron, Polly: "I Can't "Said the Ant; Coward McCann, Inc.; 200 Madison Avenue, New York.

Kessler, Ethel and Leonard: Crunch, Crunch; Doubleday & Co.; Garden City, New York.

Kuskin, Karla: All Sizes of Noises; Harper & Row, Inc.; Evanston, Illinois.

Podendorf, Illa: The True Book of Sounds We Hear; Garden City Children's Publishing Co.; Garden City, New York.

Materials Available through the Parents' Center

Sound Shakers
Dandy Dog Series...these are booklets that the child looks at as he listens to an accompanying record.

SEEING

There are countless opportunities for helping children become more observant and aware of things in the world around them. When a parent helps his child to notice and discover things, the world has new meaning for both of them. A dog will just be a dog unless he notices that it is a living animal with fur, and that there are dogs of different sizes and shapes. It's fun for everyone to play games in the car: looking out the window and counting all the red things, big things, little things.

It is important to awaken the sense of discovery in children by calling attention to something new in his environment...a book, a picture, and seeing if the child can "discover" it. Help him to observe things outside, seasonal changes, how things around him look, feel, and move. You can help him learn these things by asking him what he sees and telling him about what he doesn't know.

HELPING YOUR CHILD TO RECOGNIZE, NAME, AND UNDERSTAND WHAT HE SEES

Recognizing Objects from seeing their Pictures

(General Activities)

1. Name new objects your child meets.
2. Name colors, numbers, shapes, and sizes of objects (many green leaves, give me the red book, two small yellow flowers.)
3. Read stories so he can see the pictures in the book.
4. Look for things that are alike, similar toys, flowers, furniture.

Choose Your Favorite

Materials: Large catalog of toys or other pictures appealing to children

Procedure: Have child take turns looking through the catalog to choose something he would like and tell you about it.

Look and Tell

Materials: Any room in the house, a place in the park, looking out of the car window, etc.

Procedure: Have the child look and name as many things as he sees. Tally the responses.

Hide the Toy

Materials: Object to hide: doll, animal, block, book, etc.

Procedure: Child leaves room. Toy is "hidden" in plain sight. Call child back to room. Child tries to "find" the toy.

Matching and Copying What He Sees

(General Activities)

1. Lay out designs with knives, forks, spoons, blocks, toys. Let child match these.
2. Give him cards from a game like Old Maid. Let him match these.
3. Two boxes of crayons, choose one crayon, let child match with same color from his box.
4. Cut out sets of matching pictures from advertisements in magazines. Scatter the pictures (a few at first) let child match to one he has.
5. Teach him about shapes; circle, square, triangle, rectangle, oval, diamond. Cut out these shapes. Look for things around the house that have the same shape.
6. Puzzles can be made by cutting pictures from magazines, pasting them to a shoe box top and cutting the box.
7. Give your child experiences in coloring and using a pencil. The larger pencil and crayon fit their fingers better. Teach him the proper

way to hold a pencil and crayon. Simple, large-object color books have value. They teach visual-motor control by having the child stay in the lines. Be sure to supplement color books with large paper and give the child opportunity to make his own picture. "I don't know how" may be heard, but through helping your child observe and notice details in things he will have a richer background for expressing himself on paper. He wants to make a tree...go outside and carefully look at one, call attention to its details, is it tall, what color is it, is the trunk wide or narrow, how do the branches go? Be sure to appreciate your child's creative endeavors. Never ask "what is it?" rather, "tell me about it."

Your Name

Materials: Child's name written in manuscript letters on card. The letters in his name, each on individual small cards.

Procedure: Child looks at full name and matches the individual letters to "make" his name again. Later he can put letters together without model.

Mother Hubbard's Cupboard

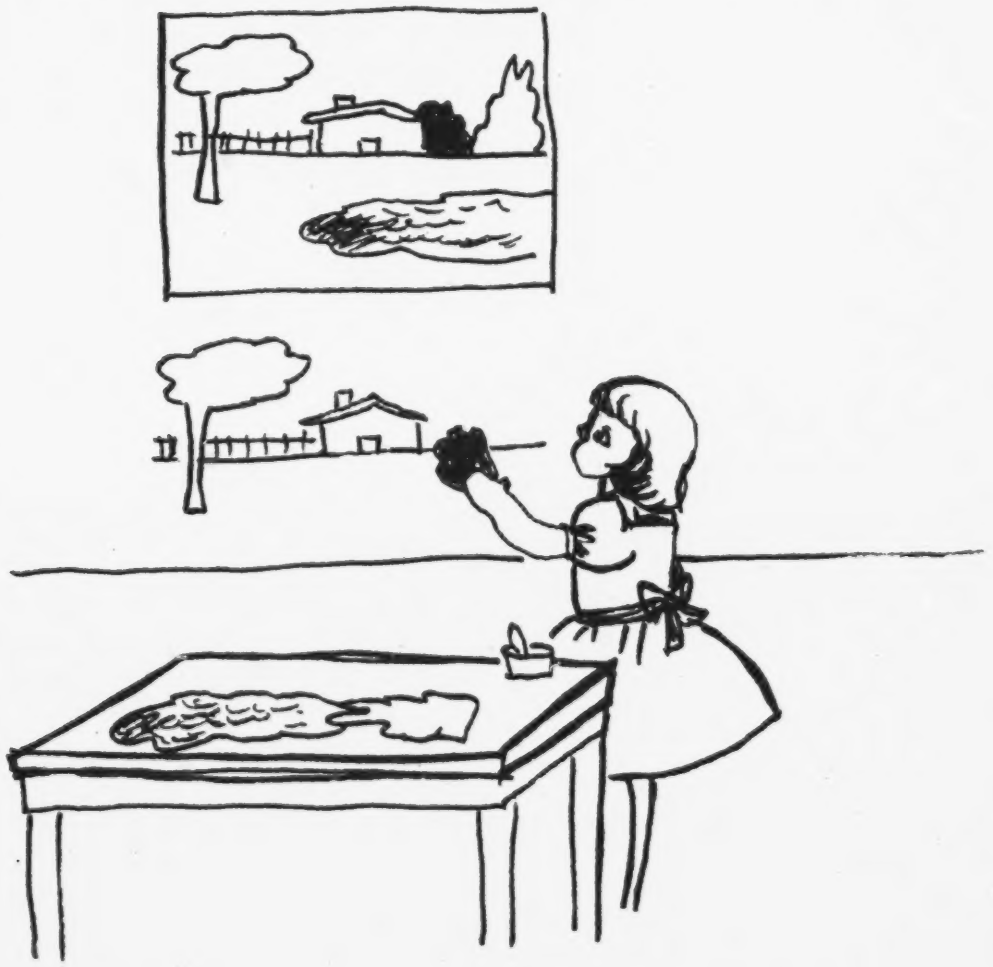
Materials: Cupboard or paper with pictures of food pasted on it.

Procedure: Child has a picture of a food item. He matches it to one on the shelf.

Find It

Materials: Calendars, pictures from magazines.

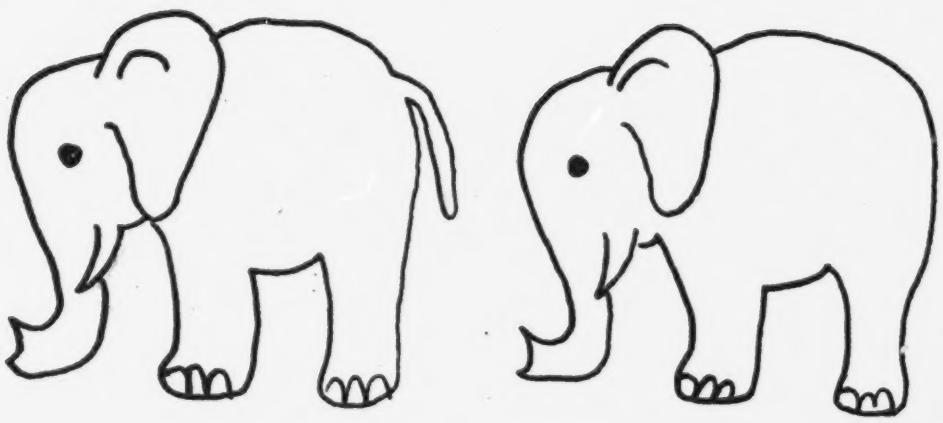
Procedure: Picture with some amount of detail is pasted on cardboard. From an identical picture, parts are cut out and pasted below large picture. Child is to match or find the part in the whole.



What Is Missing?

Materials: Magazines

Procedure: Two identical pictures, such as elephants are used. The tail is left off of the second one. The child is to find and describe what is missing.



ABILITY TO FIND THINGS THAT ARE ALIKE AND DIFFERENT

Visual Discrimination is the ability to find things that are alike and different based on their color, size, form, internal detail, texture, or direction.

General Activities

1. Child should understand what the word like means. Find me a shoe like this one, a sock, a mitten.

2. Child should understand what the word different means. Find a shoe that is different, a plate, a glass.

3. Show child three or four objects. (Three pencils, a scissors) All should be alike except one. "Touch" all things that are alike. "Touch" the one that is different.

4. Difference in color: three red crayons, 1 blue crayon (which are alike, which is different), Why?

5. Difference in size: three unsharpened pencils of same color, a short pencil of same color. (Which are alike, which is different) Why?

6. Internal detail: four buttons all alike, except one has a piece of thread through its holes. (Same procedure as above.)

7. Form: four shapes cut out of paper or blocks. Three alike, one different. (Same as above.)

8. Texture: three pieces of sandpaper, same color and size, 1 piece of brown bag paper.. same size and shape as sandpaper. (Same as others.)

9. Direction: four cups all alike. Three with handle turned to <u>same</u> side, one handle to <u>opposite</u> side.

Change-O

Materials: Chalkboard, or paper, pencil.

Procedure: Draw a circle. Make sure child looks at it. Child hides eyes. Change the circle (add a line, another shape, etc.) The child must correctly describe the change.

Sorting Fun

Materials: Containers for sorting: muffin pans, egg cartons; things to sort: assortment of dried beans, peas, unpopped corn; pins (safety), nails, screws of different sizes may be sorted.

Procedure: Child takes container of assortment, seeds of nails, and sorts according to the different types in the muffin pan. (See illustration on following page.)

Find the Colors

Materials: Box of crayons

Procedure: Child closes his eyes. A crayon is placed near an object of the same color. Child opens eyes and when he finds the crayon he says "blue matches blue" or whatever appropriate.

I Am Thinking!

Materials: None

Procedure: Game starts by someone saying "I am thinking of something red, (object must be within sight). Child tries to guess. Is it the apple? Is it the sweater? Guessing continues until he finds the correct object. Then it is his turn.

HELP YOUR CHILD UNDERSTAND AND TELL ABOUT WHAT HE SEES

The everyday pattern of living should present the child with many opportunities to observe, evaluate, and tell about what he sees. He learns to pay careful attention to the visual details of objects and activity...to tell why the children are putting their bikes away when dark clouds are in the sky. He enjoys talking about a picture book that has been read to him, and later still, he likes to pour over the pictures and the remembered words. Many times a child masters the text and the pictures so well that he can "read" the book to others. Showing the child simple pictures without cluttered detail or activity

can provide a good basis for discussion. (Pictures for discussion can be checked out through the Parents' Center)

What Is It?

Materials: Pictures of animals

Procedure: Give a child a picture of some animal. Have him give you five descriptive terms:

1. It has four legs.
2. It gallops.
3. It has hair all over.
4. It wears a saddle sometimes.
5. It neighs.

Story Time

Materials: Cubes of styrofoam or blocks covered with a picture or action scene on each side.

Procedure: Child rolls the cube. He observes the top picture or activity and tells about it in a sentence. He can roll two cubes and use both top pictures to interpret and put into a sentence.

(These are available at the Parents' Center)

NOTICING DIFFERENCES IN SIZE, POSITION AND DISTANCE

Help your children to notice that when things are close they look big, when farther away, they look smaller. A trip to the airport is an excellent opportunity for this. Observe the planes on the ground, then observe the difference after take-off. From a high building or from a plane, cars, and people look very small.

Teach your child how to describe where things are: Under-over, in back of-in front of, on top of-under, near-far, up-down, beside, between, behind.

Bigger Than I

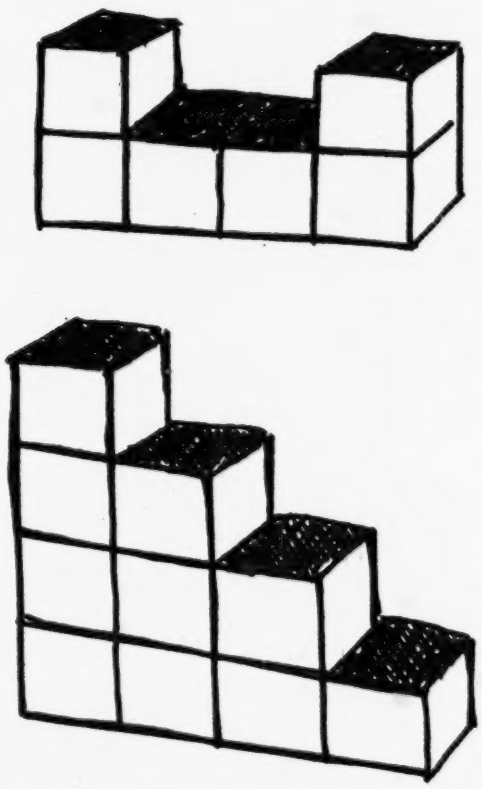
Materials: Indoors and outdoors

Procedure: Have child find an object such as, tree, table, book. When child stands near object have him tell whether <u>it</u> is bigger or <u>he</u> is bigger.

Cube Patterns

Materials: Cubes or blocks

Procedure: Demonstrate a cube or block pattern, as illustrated below. Have child copy it. Make different patterns, or have child make his from memory.



Scenes

Materials: Small objects, such as animals, trees, houses

Procedure: Start with a few objects and create a scene. Have the child carefully observe the position of the object. Ask him questions, such as:

"Is the dog in front of or behind the house?"

The child closes his eyes then the objects are moved. Child opens his eyes and tries to put objects back in their original places.

Bead Patterns

Materials: Large wooden beads and string

Procedure: A pattern of about three beads is strung. Child copies the pattern with his own beads and string. After he finishes, the two patterns are held together so they can be checked. Later as the child becomes more proficient he can be shown the pattern for a short time, then it is hidden, so the child reproduces from memory. The number of beads should be increased as the child is able.

Puzzles

Materials: Old calendars, magazines

Procedure: Two identical pictures are used. One is cut into squares as a jigsaw puzzle. The other serves as a guide to reassembling the puzzle.

These are available in the Parents' Center to be checked out.

PAYING CAREFUL ATTENTION TO DETAILS AND REMEMBERING

One of the most important qualities for developing good memory is careful observation and identification of the details and objects to be remembered. It is often very helpful to remove a picture after a few minutes have been spent in noticing the details. Then the child can discuss the meaning of the picture, relying on his memory. The picture may be shown again to refresh the memory and if the child had difficulty remembering, attention may be called to details and a particular aspect of the discussion.

What Is Missing?

Materials: Variety of objects, such as crayons, toy, car, pencil, safety pin, scarf or towel

Procedure: Child observes objects, and identifies them. Scarf is placed over all of them and one is removed. Child figures out what is missing. This game can be played over and over, changing the objects and adding more.

Scramble the Numbers

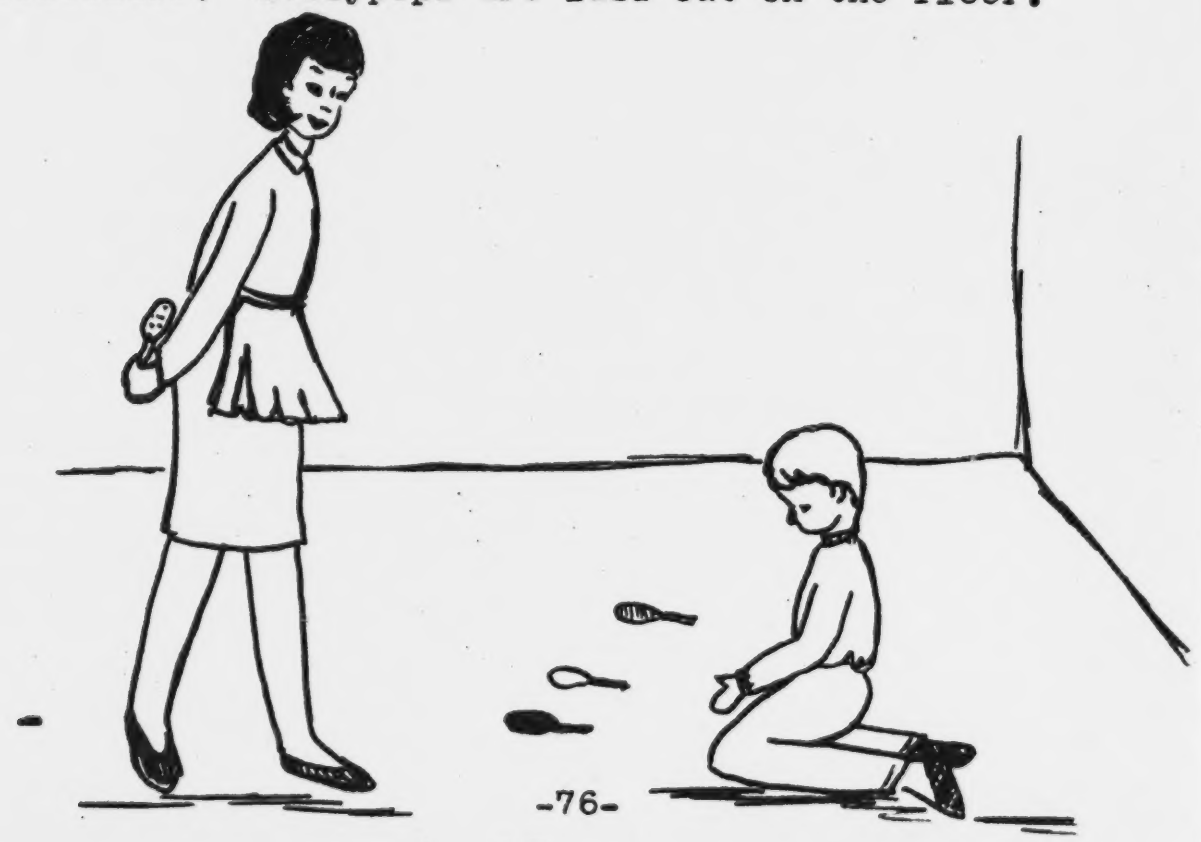
Materials: Large card with numbers 1 - 10

Procedure: Put three cards on a ledge. Let the child notice the numbers and their position. Child closes eyes, numbers are scrambled. Child opens eyes and tries to put numbers back in original position. Add more numbers to make difficult.

Lollypop Man

Materials: Circles of colored paper; red, blue, green, orange, yellow, purple, brown, black, gray, and pink

Procedure: Lollypops are laid out on the floor.



The child looks carefully at and identifies all the colors. Then he closes his eyes and one lollypop is taken away. When child opens his eyes he tries to remember the missing lollypop. If he has trouble a box of crayons may be used to help him match or remember. Also, for initial experiences, three or four lollypops could be used rather than whole group.

Flannel Board Cut Outs

Materials: Flannel board and cut-outs

Procedure: Place three cut-outs on the flannel board. Have children take picture with their eyes. Check and remove the cut-outs. Have a child remake the pattern. Increase cut-outs later to four.

(Flannel boards are available through the Parents' Center)

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MATERIALS AVAILABLE THROUGH THE PARENTS' CENTER

1. Templates: These are cardboard cut-outs in the shape of circle, square, etc. These aid in form recognition and copying.
2. Flannel boards and cut-outs.
3. Styrofoam Story Cubes.
4. Dominoes.
5. Puzzles.
6. Beads for Patterning.
7. Sequencing Chips.
8. Large Pictures.

THINKING

The thinking of Prekindergarten children is not the same as the thinking of adults. What is obvious to us is not obvious to them. They have little idea of cause and consequence or of time. They jump to conclusions on the basis of what they see. It is difficult for them at this age to operate on and draw conclusions from what is in their minds. If they were to watch you pour a glass of liquid into a short,fat receptacle and then pour an identical amount into a tall,slender receptacle, most of them would tell you that there was more liquid in the tall, slender receptacle even though they had previously stated that the amounts were identical.

It is helpful if they are given experiences and activities which will develop and foster logical thinking. The following activities will be helpful in aiding your child to classify, relate ideas to one another, put them in their proper order and given reasons...the skills which are necessary for logical thinking.

We hope that these activities will be introduced as games and carried on in a spirit of fun.

PUTTING LIKE THINGS TOGETHER
(Classification)

In this section are some activities which will help your child to group objects together because of a similarity such as; 1) Category(food, toy, furniture), 2) Color, 3) Use, 4) Size, 5) Texture.

Group the Objects

Materials: Four objects found around the house, three of which belong to the same category; i.e. knife, fork, spoon, pencil

Procedure: "Here is a knife, give me all the things that go with this knife. Why did you put them together? Why doesn't this one (the odd one) belong?"

This game may be used with toys, dishes, clothing, furniture, colors, animals, etc.

When your child can do this with four items, increase the number.

Big or Little

Materials: Objects in any room in the house

Procedure: "Tell me two things that are <u>big</u> that are in the kitchen."

"Tell me two things that are <u>little</u> that are found in the kitchen."

This idea may be applied also to people:

"Who is bigger, Daddy or you?"

As you walk along the street this idea may be applied to trees and buses, cars and houses, etc.

When your child can do this easily with two items, increase the number of items.

Show Me

Materials: None

Procedure: "We are going to play a game. I am going to say a word, If the object makes a loud noise, put your finger on your nose, if it makes a soft sound, don't do anything.

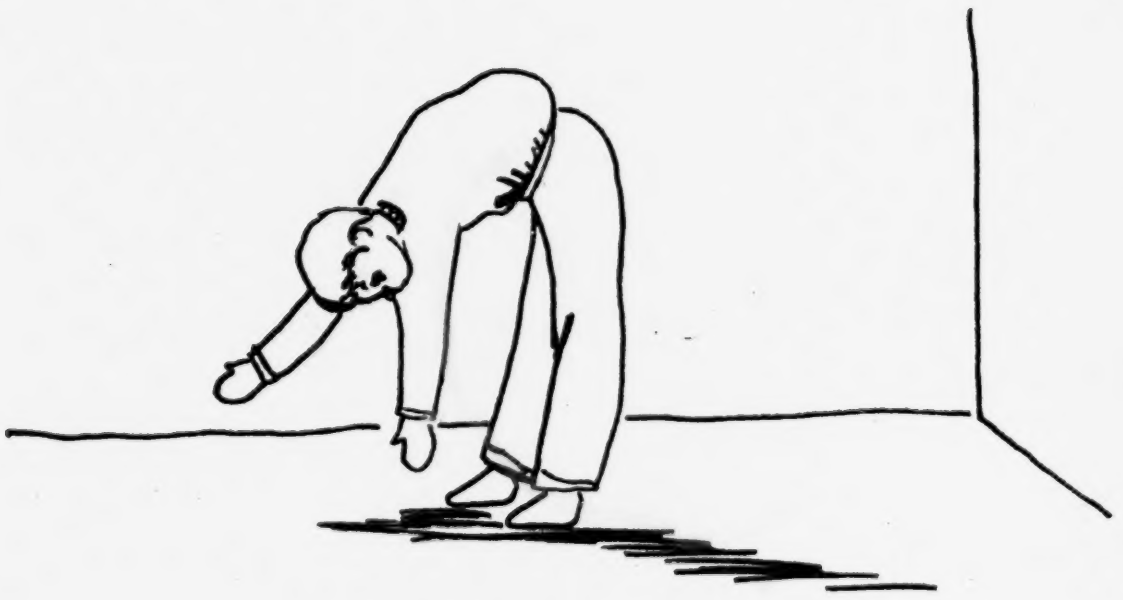
This game may be used to include any two categories such as:

sweet, sour
heavy, light
furniture, toys
food, clothing
people, animals
round, square
alive, not alive
present, past

Guess What I Am

Materials: None

Procedure: "I am going to walk and make a noise like some animal. See if you can guess what animal I am. Now you pretend you are an animal and see if I can guess what you are."



What Is It?

Materials: Any object around the house; food, furniture, clothing, toys, etc.

Procedure: "I am going to tell you two things about something in this room. See if you can show it to me. Now, you choose something in this room and tell me two things about it and I will try to guess."

Increase number of clues as child's ability develops.

Where Would I Buy It?

Materials: Toys, clothing, other objects found around the house

Procedure: Give the child an object and ask him where he would go to buy it.

Gas-Filling Station
Drum-Toy Store
Trousers-Clothing Store,etc.

Scrapbooks

A scrapbook made by your child may be used in several ways. Several pages may be devoted to each category such as: food, clothing, toys, furniture, and people.

A follow-up activity would be to sub-classify:

1. food into fruits and vegetables.
2. clothing into boy's and girl's clothing.
3. furniture into living room and kitchen furniture, etc.

It may be used to teach colors, numbers, and sizes.

Riddles may be made up about the various objects.

It is helpful if there is a discussion about the objects as the pictures are pasted in the scrapbook.

Collections

Materials: Rocks, shells, flowers, leaves, miniature animals

Procedure: Discuss his collection with him. Help him select books at the Library containing pictures of items. Discuss the shape, size, texture, and density of the objects. Discuss how they are alike and how they are different.

Lotto Games

Materials: Four magazine pictures of objects in any one category such as: toys, food, clothing furniture.

Procedure: Let your child paste these on a piece of cardboard on which has been drawn four squares.

1. At first call out the name of the object and let him cover it.

2. Later on call out the name of some object, in the same category but that he doesn't have along with those that

are on his Lotto card.

3. At a later date, describe the object for him telling him the color, the shape, use, etc.

Finish It

Materials: None

Procedure: Read each sentence and have child finish sentence or fill in missing word.

1. He crossed the river in a _____.
2. Jane enjoys the music she hears on the _____.
3. In the flower garden, he saw roses, tulips, and _____.
4. She wanted to buy a doll, drum, and roller skates so she went to a _____.
5. He liked to feed the cows, chickens, and _____on the farm.

Additional sentences may be used.

Vocabulary Building

Materials: None

Procedure: Parent gives the sentences, leaving out the last word for your child to say:

1. A fish swims; a bird _____ .
2. A squirrel climbs; a rabbit_____.
3. A snake crawls; a dog_____.
4. A big boy walks; a baby boy _____.
5. A kangaroo leaps; a caterpillar _____.

Other categories might be body coverings (skins, furs, scales, etc; animal sounds, homes, etc.)

Tell Me Something Different

Materials: None

Procedure: "We are going to play a game. I will tell you a word and then use it in a sentence. Then you will use the opposite of that word in a sentence."

1. Big...I saw a big dog.
   I saw a little dog.
2. Soft..I see something soft.
   I see something hard.
3. In - Out
4. Over- Under
5. Near - Far
6. Big - Little
7. Hot - Cold
8. High - Low
9. Dark - Light
10. In front of - Behind
11. Top - Bottom
12. Slow - Fast
13. Heavy - Light
14. Dry - Wet

WHAT COMES NEXT

In this section are some activities which will help your child to put ideas and objects in their proper order.

Where Do I Belong?

Materials: Three boxes of various sizes, or three jars of various sizes or three pencils of various lengths.

Procedure: "Here is the biggest box, here is the smallest box. Where would I put this box? Now you do it for me and tell me about it."

After your child can work with three objects, use four.

Where Do I Go?

Materials: Three jars with different sized tops and lids to fit.

Procedure: Remove the lids and ask your child to put the lid on the proper jar. (See illustration on following page.)

This activity can be used with boxes and lids.

Few To Most

Materials: A series of flat boxes containing (one marble in one box, two in another, etc.)

Procedure: These materials may be used in various ways:

1. Your child may tell you the colors.
2. The number in each box.
3. He may arrange them from fewest to most or vice-versa.

In activity #3 start with two boxes and then increase the number of boxes used.

Numbers

Materials: Old playing cards

Procedure: Your child can learn to count by counting the shapes on the cards.

Variations: Ask him to give you a card with a certain number on it.

Ask him to find objects equal to the number that is on the card.

See Me Count

Materials: Numbers up to ten (include zero) cut from a calendar and pasted on cardboard.

Procedure: Your child may use these in various ways. At first use only two or three numerals.

1. Place in numerical order.
2. Show the number of objects for the numeral.
3. Have your child show you the number as you call its name. (Lotto Game)
4. Have your child show you the numbers in his address and telephone number.
5. Have him tell you which number is larger. (If necessary show the objects.
   or Later on try 3 numbers - larg-
   smaller. est -smallest.)

Tell Me A Story

Materials: Two identical books from Dime store containing a familiar story: Three Pigs, Red Riding Hood, Gingerbread Boy, Peter Rabbit.

Procedure: After your child is familiar with story, tear the books apart and let him tell you the story putting the pictures in the proper sequence. (Books are available for parents to check out through the Parents' Center.)

REMEMBERING
(Do I Know?)

In order for a child to learn to read he must have a mental picture of shapes so that he can recognize words and the objects that he is going to read about. This section has some ideas that will help him to improve his memory.

Tracks

Materials: Sand table or small pan filled with damp sand or salt; for making tracks, toy car, small ball, crayon, cookie cutters.

Procedure: Close your eyes and have your child make tracks with one of the objects. Then you become the detective who has to find out which object made the tracks.

Take turns at being the detective.

Put Me Together

Materials: Two identical pictures cut from a magazine.

Procedure: Mark one picture into four squares or rectangles. Cut it apart.

On first attempt, help your child to put it together having him tell you what clues he has used.

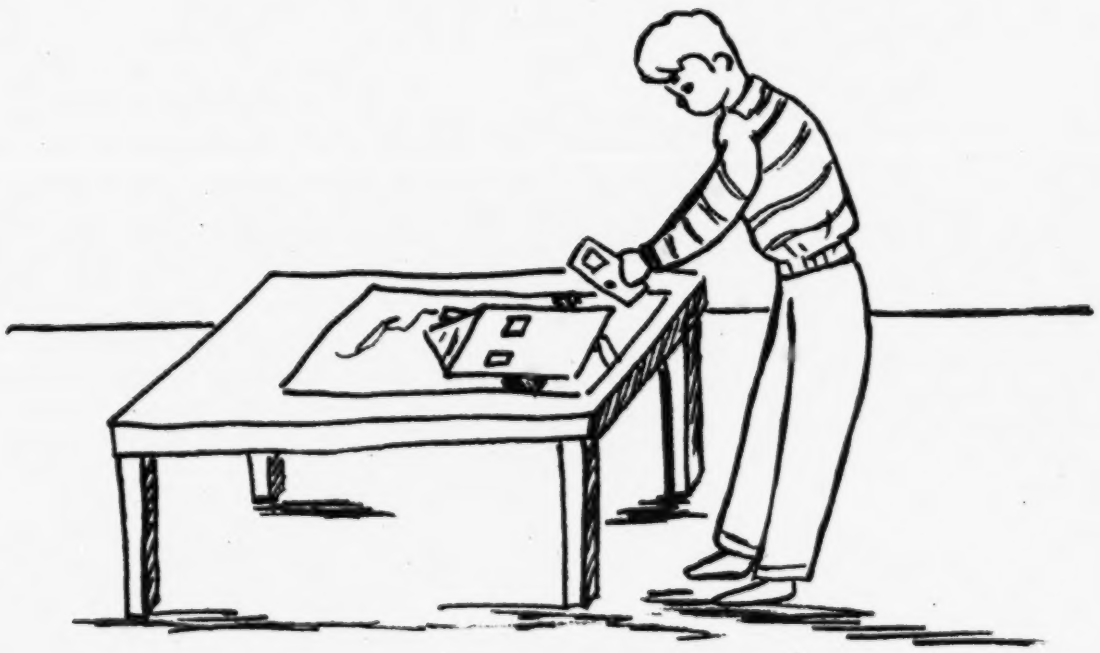
On the following attempts allow him to have the model in front of him but let him try it himself. After he has mastered the

puzzles this way, let him try to do it without the model in front of him.

Make Me Look Right

Materials: A picture of an object with a part missing such as:
- a house without a door,
- a rabbit without ears,
- a face without the eyes,
- a wagon without wheels.

Procedure: Have your child be the detective to find what is missing and then to make the object Look Right.



What Is Missing?

Materials: Three objects found around the house such as; spool, ball, toy car.

Procedure: Ask your child to name the article and tell one thing that he can do with it. Then when he closes his eyes, take one article away. See if he can tell the article that is missing.

Later increase the number of objects.

This idea may also be used with the numbers cut from the calendar.

The Camera Game

Materials: Beads of different colors, cars of different colors, pencils of different colors, crayons of different colors.

Procedure: Start with three articles in one category. Have your child use his eyes to take a picture of the objects as you have placed them. Then when he closes his eyes change the position of the objects. See if he can make a picture of what he saw first.

WHAT WILL HAPPEN?

This section may be used to introduce to your child the idea of cause and effect. Most of the following sentences may be used as simple experiments. After you have done each one together have your child tell you what happened and if possible give the reason for the effect.

1. If I push the ball, it will move.
2. If I put too much water in the glass, it will spill.
3. If I touch something, hot, I may burn my fingers.
4. If I put something in the refrigerator, it will get cold.
5. If I put water in a pan on the stove and turn on the heat, the water will get hot.
6. If the day is hot, and I put some ice-cubes in the sun, they will melt.
7. If I am on a see-saw, I need someone on the other end to help me go either up or down.
8. If I light a candle and let it burn for a long time, it will disappear.
9. If I put out some water in a dish on a very hot day, the water will disappear.
10. If I plant a seed in good soil, water it and place it in sunlight, it will grow.
11. If my balloon gets a hole in it, it will go down.
12. When we put wet clothes in the dryer and turn on the heat, the clothes become dry.
13. If I put too much air in my balloon, it will burst.
14. If I put some pins near a magnet, the pins will stick to the magnet.
15. If I look at an object through a magnifying glass, it will look larger.
16. If I get out of a pool and there is a breeze, my suit will dry fast.
17. If I put some salt or sugar in a glass of water, it will disappear.
18. If I don't take proper care of my teeth, I will get cavities.

19. On a very hot day, if I put a very cold drink in a glass, beads of water will form on the outside of the glass.
20. If I run on a wet pavement around the pool, I may fall.

How Did You Know?

Materials: None

Procedure: Tell him a story such as the following:

> One day while Tim was on a trip he and his family passed through a town in which they saw trees uprooted and large puddles of water. Some houses had windows broken. Dad said, "Tim can you tell me what has happened here? Why do you think that is what happened?

Where Was This Picture Taken?

Show your child a picture depicting a toy shop, a farm, a picnic, a gas station, etc. Allow him to look at it while you count silently to ten. Then ask him to tell you when the picture was taken and give you as many clues as he can to prove his point.

Also see if he can tell you if the individual in the picture is happy or sad and what might happen next.

ACTIVITIES DEVELOPED IN THE PARENT WORKSHOPS

These activities may be checked out from the Parents' Center. Many of these can be used on Individual Magnetic Boards which are also available from the Parents' Center. Most of these are coded so that the youngster can check himself.

1. Lotto Game
2. Dominoes
3. Where Do I Go? (What Comes Next)
4. Tell A Story (What Comes Next)
5. One, Two, Three, Four (Size) Jack and Jill
   See-Saw
   Water
6. In or Out (Opposites)
7. Behind and In Front (Opposites)
8. The Mystery Game (Classification)

LANGUAGE

Language is the means a person has of expressing his wishes, needs and desires. There is nothing more frustrating to the young child than not being understood by those around him. The child who has trouble in this area needs help not only at school but at home too. The following activities are designed for the parent to assist his child in increasing and developing his language.

As in developing good speech, the best help in developing good language patterns in your child is to surround him with models of precise and correct language in the home.

LANGUAGE EXPERIENCES

Language Patterns
(General Materials)

Nursery Rhyme Books
Interesting Children's Books
Books of Children's Poetry
Box for Collecting Picture Cards
Paper Sack for Collection of Objects

Language Patterns
(General Activities)

Complete line of familiar rhymes....Jack and Jill
Little Miss Muffet
Humpty Dumpty

Memorize poetry and songs
Retell favorite stories
Child repeats verbatim phrases and sentences, gradually increasing in length.

Language Patterns
(Specific Activities)

Magic Bag

Materials: Bag, objects of different textures and sizes.

Procedure: Fill a bag with objects of different textures and sizes. Have a child pick something from the magic bag while blindfolded and describe the object in detail.

Encourage use of such words as soft, hard, rough, big, fluffy, corners, points, round, etc.

Picture Box

Materials: Box and assorted pictures cut out from magazines.

Procedure: If a child uses a new word, an unusual word or a very appropriate word during the day, the parent tries to find a picture of the word in a magazine or newspaper and cuts it out and pastes it on a small card. This is put in a "Picture Box" and at some convenient time for the parent they discuss what the word means and the different ways it can be used.

This encourages the child to think of new words. The child can put his picture box with his own things. He becomes very proud of his collection.

Find the Right One

Materials: Common household items as silverware, chairs, dolls, stuffed toys. Have items in sets of three with differing characteristics of size, newness, etc.

Procedure: Display two items of a set.

"Which one is the cleaner?"
Answer: This one is cleaner.

"Which doll is bigger?"
Answer: "This one is bigger. "

Then display the three items of a set.

"Which spoon is longest?"
Answer: "This spoon is longest."

"Which chair is softest?"
Answer: "This chair is softest."

Endings

Materials: Pictures (cut out from magazines)

Procedure: Parent can help the child place endings on his words by showing the child pictures (cut out from magazines) and say:

"I have a bed."
"Here are two_____. (beds)

"I have a book."
"Here are two_____. (books)

Talking With Precision
(General Materials)

Various pictures mounted on colored paper
Many different small objects
Pictures of similar but different things

Talking With Precision
(General Activities)

Have child describe an object hidden from view
While looking at two pictures (dog, cow) have child

describe it until parent guesses which one child is describing.
While looking at two similar pictures (high heel shoe and a child's shoe) child describes it until parent guesses which one child is describing.
Child sees how many different ways he can say the same thing.
Tell stories about pictures cut out from magazines.
Acting out a word or phrase: mopping the floor
working in the yard
shoveling snow
sleeping
eating.

Talking With Precision
(Specific Activities)

Which One Would You Rather Be?

Materials: None

Procedure: Questions like the following can be asked by the parent to the child:

"Which one would you rather be:

a policeman or a fireman?
a sailor or a soldier?
a teacher or a secretary?
a cowboy or an engineer?
a mother or a salesgirl?
a fish or a frog?
a cat or a dog?, etc."

What Do You See?

Materials: None

Procedure: While taking a ride or even when at home, the child can look through the window and describe all that he sees out the window.

Where Am I?*

Materials: Flannel board and cut-outs of animals, house, table, ball, etc.

Procedure: Have cut-outs available for your child to pick up and arrange on the flannel board. Give him directions to follow. "Put the ball under the table. Put the bunny beside the horse. Put the horse in front of the dog."

Have your child tell what he is doing as he arranges the figures. For a change, you arrange the figures and have your child tell you where the dog is. "The dog is on top of his house." Use words like in, on, over, under, beside, behind, between.

* Kits available from Parents' Center.

Language Blocks*

Materials: Language blocks

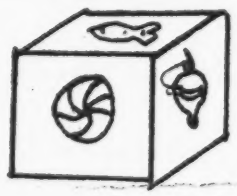
Procedure: Have child toss out a language block. He must compose a sentence from the picture that is presented.

Example: "The girl is setting the table."

He might throw a block twice, or use two blocks, to practice making up compound sentences.

Example: "The girl is helping her mother, and the boy is still in bed."

*Language Blocks available through Parents' Center.



Spinner Game*

Materials: Spinner, picture cards

Procedure: Place cork spinner disk on card that has pictures around it. Have the child spin. He must make a sentence about the picture where it stops.

Example:

"The fish can swim." When the child is proficient in this, have him spin two times and make a compound sentence from the two pictures. This also aids in memory by holding the first picture in his head.

Example:

"The fish is orange, but flowers are blue."

*Spinner Game available through the Parents' Center.

Guessing Pictures

Materials: Variety of pictures

Procedure: The child and parent sit at a table and the parent gives the child a picture, face down. Then ask: "What is your picture about?"

The child replies without naming the object, but describes it by its general category, its function, its location, its characteristics.

"It is a picture of something that:

is alive
is a fruit
grows on a tree
has seeds inside
is red and you eat it."

Which One Am I?*

Materials: Flannel board and cut-outs of triangles, circles, squares of different colors and sizes.

Procedure: Arrange large triangles and large circles on flannel board.

Say, "Give me the green triangle."
"Put the red triangle under the blue circle."

Then add other figures in other sizes.

Say, "Give me all the yellow figures."
"Give me something red that is not a square."
"Put the small blue triangle beside the big red square."
"Pick up all the yellow figures with

four corners."

In the absence of a flannel board the game may be played on a table with colored paper figures. As the child carries out each direction, he should repeat what he is doing as;

"I am putting the blue circle under the green triangle."

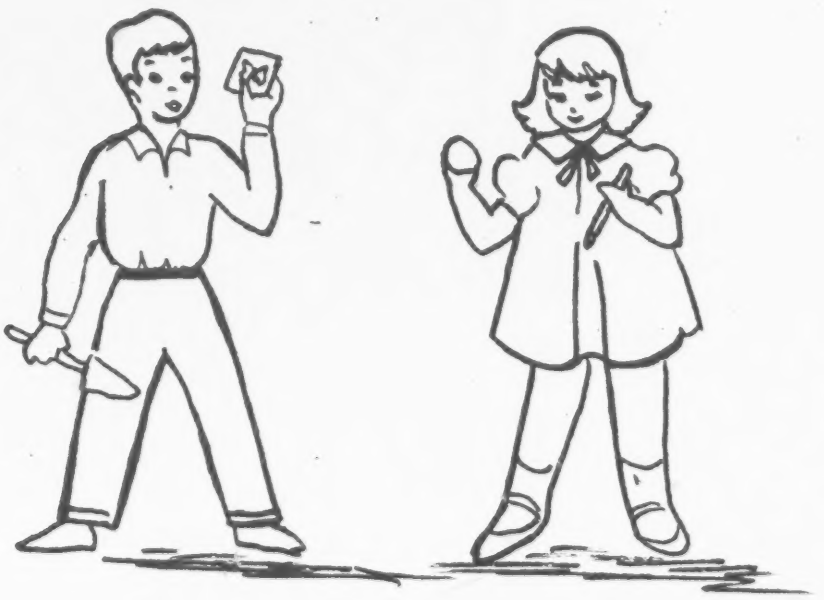
*Flannel Board and cut-outs available through the Parents' Center.

Talking Creatively
(General Materials)

Puppets
Interesting pictures for interpretation
Unusual objects or collections of objects (rocks, food, animals, birds, seashells)
Good books and music

Talking Creatively
(General Activities)

Recalling incidents..the funniest thing I ever saw.
Looking at a picture or an object and make up a story about it.
Imitating animals and sounds they make.
Listening to records and have child tell what it makes him think of.



Conversation Time

Expressing his opinion and ideas about his own work with parent.

Child pretends or imagines what he would do if he were:

mother
fireman
baby
policeman
turtle
fish, etc.

Child and parent talk about feelings:

sad	hot
happy	cold
cross	selfish
crying	kind
tired	helpful
active	generous

Talk about the child's own personal world:

home	toys
family	pets
friends	trips

how he spends his time at home and at school.

Miscellaneous

How different appliances work, with correct sound effects.

Visit to doctor, dentist, principle's office.

Telephone conversations: talking to grandmother; inviting a friend to a party.

Everyday activities: driving a car, sweeping, riding a bike, dancing, making a bed, jumping rope.

Favorite week-end activity.

Classic Children's Tales*

Materials: Inexpensive copies of the classic children's tales, generously illustrated, such as Three Bears, Cinderella, etc. These can be cut up (two copies for each story) and each picture mounted on a square of colored paper.

Procedure: Read the story to your child. Read it again and have the child put in the repetitive phrases. Choose three or four pictures and see if your child can tell what is happening and then put them in order. Let your child choose his favorite picture and describe it in detail, using colors, shapes, actions, characters, places.

Enlist other members of the family to act out the story with your child.

*Classic Children's Tales are available through the Parents' Center.

Speech Improvement

Speech is a learned skill. Some children need more help than others in hearing the differences in sound between similar words as "three" and "free." So the beginning of speech improvement is sharpening of auditory discrimination. As a beginning some of the games from the "Listening Skills" section of this booklet might be used, such as:

What Is It?
Tick Tock
Rhyming
Clap Hands

You might also use the Home Amplifier as described in this section.

Then you will want to proceed to activities such as those in the"Learning About Sound" section which follows.

When you feel your child can hear differences between speech sounds, such as telling you which words have a certain sound, in a list he hears, then you will proceed to activities that give him practice in making the speech sounds correctly and games that reinforce the habit of making the sound correctly in spontaneous speech. These would include the tongue exercises and games like Sound Lotto.

Do's and Don'ts for Good Speech*

DO'S

Do let your child know that you have confidence and pride in him.

Do let him see that his whole family loves and needs him.

Do treat him as if you expected him to speak well.

Do make a game of playing in front of a mirror so that he can enjoy watching you in imitating facial movements.

Do give him a chance to grow up and take some responsibilities with the family.

Do read to him and show him pictures.

Do talk to him and ask others to do the same.

Do give him a chance to develop his special interest and abilities.

Do talk to him in normal voice and in full sentences.

DON'TS

Don't listen to the neighbors and relatives when they say thoughtless things about your child's speech.

Don't be ashamed of him. Let him know you think he is a fine and important person.

DON'TS (cont'd.)

Don't let his speech worry you too much. The child will sense your anxiety and worry, too.

Don't compare your child with his brothers and sisters or with the neighbor's child.

Don't blame yourself, but start now to try to help him.

Don't let any member of the family "baby" him continually.

Don't talk baby talk. He probably has a much larger vocabulary of words he understands than you give him credit for.

Don't shout unless there is a known hearing loss.

Don't exaggerate your lip movements in talking to him. This makes speech harder to understand.

Don't correct every mispronounced word; accept and encourage his speech instead.

Remember the best help for developing good speech is to surround the child with good models of correct speech from his family.

The chart which follows offers a guide for understanding your child's point of mastery in the consonants of English.

* Adapted from: A Child Doesn't Talk; The Cleveland Hearing and Speech Center.

By the age of four, 90% of all children will have mastered eleven consonants. By age six, four more consonants will have been learned.

3yrs.	4yrs.	5yrs.	6yrs.	7yrs.
p	ŋ	y	ʒ	s
b			wh	z
m			j	θ
h				ð
w				v
t				ʧ
d				ʃ
n				l
k				f
g				r

This chart shows the ages at which 90% of the children will have achieved mastery of the sounds listed.

If a five year old had difficulty with sounds made by the letters f and th, for instance, speech therapy might not be undertaken until an older age, as correct pronunciation often comes naturally with increasing age.

However, if several sounds from the seven year column are not being produced correctly it will interfere with the child's ability to communicate effectively. Then you as a parent would want to play many listening games with your child so he can hear the correct and incorrect sounds and practice tongue exercises.

Home Amplifier

Materials: Empty plastic bleach bottle with side cut out.

Procedure: Have child hold cut out opening of bottle against his face so that his mouth and ear are both covered by the bottle.

As he speaks into the bottle his voice is returned to his ear undiminished and he can hear in an amplified and startling way his own speech. This may be the key to his hearing how his speech is different from others.

Tongue Exercises

Show child how to make the sounds. Let him watch you in a mirror to see how it is done. The verses that follow are good for tongue mobility.

Sing A Song
(Louise Binder Scott)

Sing a long song,
Sing a new song,
Sing a wrong song,
Sing a true song.

Sing a night song,
Sing a moon song,
Sing a right song,
Sing a June song.

Nonsense Exercise
(Louise Binder Scott)

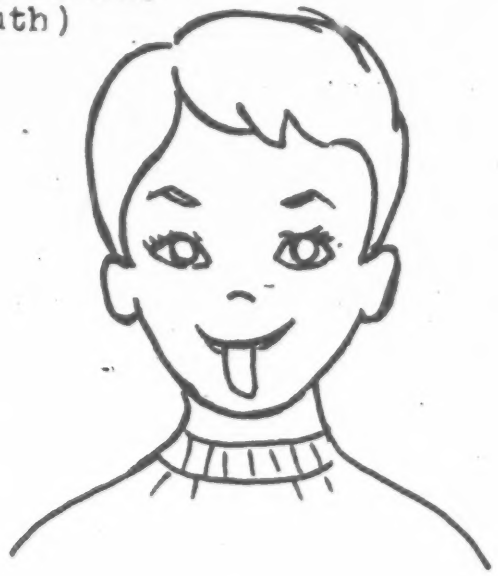
May, pay, bay, may, pay, bay;
My two lips press together this way.
Wee and whee! Wee and whee!
My lips are round as they can be!

Nonsense Exercise
(Louise Binder Scott)

Lunka, lunka, lunga, lung.
Listen to the sounds I make with my tongue.
Lugga, lugga, lugga, lack.
My tongue goes up at the front and the back!

Mr. Ticky Tongue
(Louise Binder Scott)

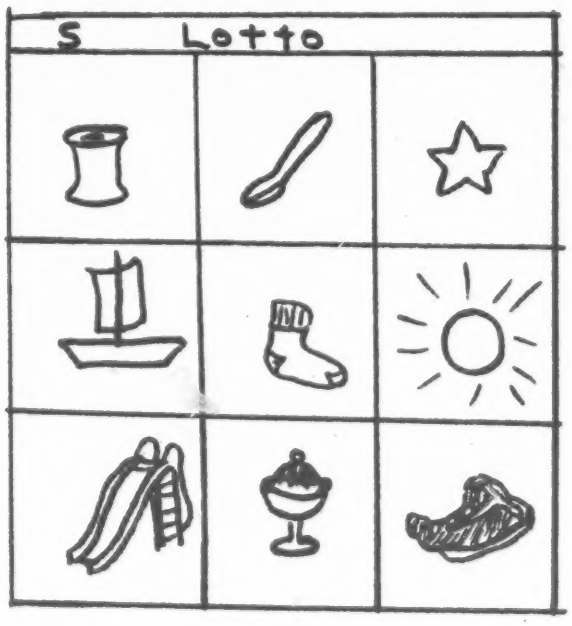
Mr. Ticky Tongue is a curious little man.
He jumps out the window,
  (Open mouth and show tongue tip)
And he jumps back again!
  (Pull tongue in and close mouth)
He jumps to the north,
  (Lift tip of tongue toward nose)
He jumps toward the south.
  (Move tip of tongue toward chin)
Then he jumps right back
Inside of my mouth!
  (Close mouth)



Sound Lotto*
(Speech Games)

Materials: Cards with pictures that start with the same sound. Master set of cards for caller. Covers for pictures.

Procedure: Each player has a card and buttons or colored squares of paper to cover the picture that is called. The caller calls a picture from the master set. The child that has this picture replies, "I have a ribbon." Play as in bingo until a child has a row or a column covered.



Choose a set to play that will give your child practice in saying the sound that needs improvement in articulation. Be sure your child can hear the difference, between "record " and "wecord" and that he can produce the sound correctly. At this point the game will be good reinforcement of the correct articulation. If the game is played before he has learned to hear the difference, the wrong articulation may be reinforced.

*Sound Lotto is available through the Parents' Center.

Learning About Sound
(General Materials)

Pictures of various animals
Scrapbook
Assorted pictures cut out from magazines

Learning About Sound
(General Activities)

Make picture charts for each sound from pictures cut out from magazines.

Have child listen to words and identify sound.

Find objects in the room and outdoors at home that begin with a particular sound.

Identify animals and other things from the sound they make.

Point to all the pictures on a page in a magazine which begin with a certain sound.

Give each sound a name so the child can have another means of identifying the sound:

s -Sammy Snake
ʃh - Goose sound
r - Puppy Dog sound
z - Bee sound
ʧh - Train sound
ʃh - Quiet sound
v - Airplane sound

f - Mad Cat sound
k - Crow sound
t - Clock sound
d - Woodpecker sound
g - Frog sound
p - Motor Boat sound
h - Dripping Faucet sound

Learning About Sound
(Specific Activities)

These activities should be used only at an advanced age.

Vegetable Soup

Materials: Large bowl or container, large spoon and various items of food cut from a magazine.

Procedure: The names of the items of food cut from the magazine should begin with the sounds the child is studying.

As the child places a picture of the food in the bowl or container he tells what sound the vegetable begins with.

"Go Fish"

Materials: A pack of cards with pictures pasted on them.

Procedure: Shuffle a pack of cards and distribute among family (mother, father, brother, sister).

Child asks one member of family if he has picture whose name begins like_____.

If person has one he must give it to child asking. If not he says, "Go Fish", and the child draws the top card of the pack in the center of the table. When child has a pack of three cards whose names begin alike, he may lay them down and go on playing. The winner is the one with most packs.

The pattern of responding in this game can be a useful tool in itself. The parents can present the model by saying, "I don't have a picture that starts with t." Make using this model a part of the game to avoid hearing, "I ain't got one," or "I don't got one."

Trips

The more experiences a child has, the better equipped he is when he enters school. There are many opportunities for enriching experiences through trips in the community.

1. In preparation for these trips, it is well to discuss in advance what the child will be seeing. Anything at all which will help to make the excursion more meaningful for the child should be used, such as;

a. books
b. records
c. pictures
d. discussion.

2. It is beneficial not only to prepare the child but to follow-up an event, such as;

a. trip to the zoo - have him perhaps imitate the animals he saw as to both sound and action

talk about how they looked

tell which was his favorite and why?

draw them as best he can.

The more the child participates actively in the experience the more meaning it will have for him.

Suggestions for Trips

Zoo
Farm
Riverfront
Airport
A Walk in Neighborhood
Art Museum
Jefferson Memorial
Museum of Natural Science (Oak Knoll)
Museum of Transportation
Shaw's Garden
Jewel Box
Grant's Farm
Post Office
Super Market
Library
Circus
Neighborhood Park or Playground

A Parent's Guide to Children's Reading

Angus Books	Flack	Doubleday
Around the Corner	Showalter	Doubleday
Belinda and Me	Brancher	Viking Press
Birds	Watson	Golden Press
Blueberries for Sal	McCloskey	Viking Press
Caps for Sale	Slobodkina	Wm. R. Scott
Curious George Books	Rey	Houghton-Mifflin
First Delights	Tudor	Platt-Munk
Harry the Dog Books	Zion	Harper & Bros.
Jeanne Marie Counts Her Sheep	Francoise	Scribner's Son.
Katy & the Big Snow	Burton	Houghton-Mifflin
Little Toot	Gramatky	Putnam
Make Way for Ducklings	McCloskey	Viking Press
Mike Mulligan & His Steam Shovel	Burton	Houghton-Mifflin
Millions of Cats	Gag	Coward-McCann
Mittens	Newberry	Harper & Bros.
Mr. Tall & Mr. Small	Brenner	Young Scott
The Story About Ping	Flack	Viking Press
The Story of Babar	deBrunhoff	Random House
The Little Engine That Could	Piper	Platt & Munk
The Tale of Peter Rabbit	Potter	Warne
Whose Little Red Jacket	DeLune	Watts
Whatever Happens to Puppies	Hall	Golden Book
Up and Down	Golden Happy Book	Golden Book

Space does not permit preparing an all-inclusive list of good children's books. When you go to the library to find some of these, you and your child will find the librarian can be very helpful in suggesting other books to match special interests of your child, such as: animal stories, fairy tales, rhymed stories, etc., or other books by a favorite writer.

Materials Available at the Parents' Center

1. Flannel Board and Accompanying Figures.
2. Language Blocks.
3. Sound Lotto Games.
4. Spinner and Spinner Cards.
5. Story Books Cut and Mounted.

Books

Arnstein, Helene: What to Tell Your Child about Birth, Death, Illness, Divorce, and Other Family Crises.

Avery & Higgins: Help Your Child Learn How to Learn.

Buckley, Isabelle P.: College Begins at Two.

Burnett, Dorothy Kirk: Your Pre-School Child.

Fraiberg, Selma H.: The Magic Years.

Frisbie, Richard & Margery: The Do-It-Yourself Parent.

Ginott, Haim: Between Parent and Child.

Hymes, James L. Jr.: The Child Under Six.

Mathews, Mitford M.: Teaching to Read, Historically Considered.

Redler, D.H.; and Kephart, Newell: Success Through Play.

Rivoire, Jeanne L.: 1001 Questions Answered About Child Psychology.

Trace, Arthur: Reading Without Dick and Jane.

Wolf, Anna: The Parents' Manual.